



21ST CCLC

Application Cover Page (2.5 points)

NAME OF LEA OR ORGANIZATION	INDIANA COUNCIL ON EDUCATING STUDENTS OF COLOR
ADDRESS	3737 N MERIDIAN INDPLS, IN 46208
COUNTY	MARION
NAME OF CONTACT PERSON	DIANA DANIELS
TITLE	PROGRAM DIRECTOR
PHONE NUMBER	317-989-4507
EMAIL	DDANIELS4507@GMAIL.COM
NAME OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	DIANA DANIELS
EMAIL ADDRESS OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	<u>DDANIELS4507@GMAIL.COM</u>



21ST CCLC

NAME OF SCHOOL TO BE SERVED (INCLUDE SCHOOL CORPORATION NUMBER)	FREE AND REDUCED LUNCH RATE	SCHOOL GRADE OR RATING	NUMBER OF YOUTH TO BE SERVED	GRADE LEVEL TO BE SERVED
<i>MAINSTREET ELEMENTARY SCHOOL (SCHOOL CORP #0000)</i>	78%	<i>C</i>	80	<i>K-5TH</i>
<i>TINDLEY SUMMIT SCHOOL CORP #</i>	91%	<i>C</i>	60	<i>1-5TH</i>
<i>TINDLEY SUMMIT SCHOOL CORP#</i>	91%	<i>C</i>	20	<i>6-7TH</i>

NAME OF SITE	STREET ADDRESS	CITY/COUNTY
TINDLEY SUMMIT	3698 DUBARRY RD	INDIANAPOLIS/ MARION
HOME SITES OF CHILDREN PARTICIPANTS/VIRTUAL PROGRAM DELIVERY	VARIOUS SITES FROM HOMES	INDIANAPOLIS/ MARION



<p><u>TOTAL GRADE LEVEL(S) TO BE SERVED</u></p>	<p>1--7TH</p>
<p><u>PRIORITY AREA</u> (STEM OR STEAM, LITERACY, COLLEGE & CAREER READINESS, OR SOCIAL EMOTIONAL LEARNING) <u>ONE</u> PRIORITY AREA</p>	<p>LITERACY</p>
<p><u>OPERATING HOURS</u> (AFTER SCHOOL, BEFORE-SCHOOL, SUMMER, AND/OR INTERSESSION) <u>ALL</u> APPLICABLE OPERATING HOURS</p>	<p>5 DAYS/WEEK</p> <p>M-TH 4-6:00 P.M, FRIDAYS 1:30-5:30 P.M.</p> <p>TOTAL = 12 HRS./WK.</p>
<p><u>PROGRAM INCOME</u> DOES YOUR PROGRAM PLAN TO GENERATE PROGRAM INCOME? Y/N</p>	<p>YES</p> <p>FUNDRAISE FOR CULTURAL OUT OF STATE FIELDTRIPS</p>



ASSURANCES (2.5 POINTS)

The Indiana Department of Education requires that the following assurances remain in effect for the duration of the subgrant. The Indiana Department of Education will require assurances with subsequent amendments to this application if required by changes in federal or state law.

The applicant assures that:

- **It has the necessary legal authority to apply for and receive the proposed subgrant;**
- **The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this proposal for and on behalf of the said applicant, and otherwise to act as the authorized representative of the applicant in regard to this application;**
- **The activities/services for which the assistance is sought under this subgrant will be administered by or under the supervision and control of the applicant;**
- **The subgrant program will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the IDOE;**
- **The subgrant program will take place in a safe and easily accessible facility;**
- **The subgrant program will be carried out as proposed in the application;**
- **The subgrant program was developed and will be carried out in collaboration with schools the youth attend;**
- **The subgrant program will utilize an evidence based curriculum that includes professional development;**



- **The subgrant program will align out-of-school time efforts within school priorities including Indiana Academic Standards;**
- **The subgrant program will primarily target youth who attend schools who received a D or F school rating for state accountability or Does Not Meet or Approaches Expectations for federal accountability; or youth who attend schools with a 40% or higher Free and Reduced Lunch rate;**
- **The funds under the subgrant program will be used to increase the level of State, local and other non-federal funds that would, in the absence of Federal funds, be made available for authorized programs and activities;**
- **The required information and reports will be submitted timely as requested by the Indiana Department of Education;**
- **The subgrant program will comply with U.S. Education Department General Administrative Regulations (EDGAR) and Uniform Grants Guidance**
- **The subgrant program agrees to keep records and provide information to the IDOE as may be required for fiscal audit and program evaluation for a minimum of seven (7) years from the date of the last activity;**
- **The subgrant program agrees to complete the Indiana Quality Program Self-Assessment (IN- QPSA) annually and use the program action plan to guide program improvement and strengthening;**
- **The subgrant program will ensure that each staff member participating in this grant knows how to access student data including grade and/or state assessment data;**



- **The community was given notice of the applicant’s intent to submit; and**
- **After the submission, the applicant will provide for public availability and review of the application and any waiver request;**
- **The applicant certifies by submitting this application that neither it nor its principals nor any of its subcontractors are presently suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. Verification is made via sam.gov. The term principal for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the applicant;**
- **The applicant certifies that it has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The applicant shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State’s request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application;**
- **The LEA certifies that it is in compliance with Title IX, section 8524, and that it has no policy that prevents, or otherwise denies participation in, constitutionally protected**



prayer in elementary and secondary public schools as set forth in the USDOE Guidance and Constitutionally Protected Prayer in Public Elementary and Secondary Schools, dated February 7, 2003. See

http://www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html

- The subgrant program certifies that if it has expended \$750,000 or more in federal funds in the preceding year, it will receive a single audit or program specific audit (2 CFR 200.501)
- All partners will review and comply with the above assurances.

Indiana Council on Educating Students of Color

Applicant Name (LEA or Organization)

Stiana Daniels July 20, 2020
 Authorized Signature Date

(Global Prep)

M. H. White July 20, 2020
 Authorized Signature Date

J. Brant July 30, 2020
 Findley Genesis Date

David McHenry 8/3/20
 Findley Summit Date

Scott 7/28/20
 Findley Accelerated Date



APPENDIX 1—Completed MOUs

**Higgin & Associates
Consulting**

July 17, 2020

Ms. Diana Daniels
Executive Director
Indiana Council of Educating Students of Color
7201 W. 25th Avenue
Indianapolis Indiana

Subject: Memorandum of Understanding Opportunity #2 and the Cohort 10 21st CCLC grant in partnership with the Indiana Council on Educating Students of Color

Dear Ms. Daniels,

Congratulations on securing additional supplemental funding Opportunity #2 to provide programming to students at Tindley Summit school during the school year of 2020 /2021. As we have discussed, Higgins & Associates can mobilize and provide services to ICESC to assist with planning and evaluating this new ICESC school site. Working off our current agreement for services for after school programming, we have prepared this Memorandum of Understanding for your consideration for Higgins & Associates to provide Operational Support/Management and Evaluation: Higgins and Associates roles in this partnership are as follows: Higgins and Associates Roles and Responsibilities

- Assist with writing the Evaluation Section of the application
- Collaborate with ICESC Director to create site-based performance measures.
- Data collection structure which includes identifying data needed and review ICESC's process of data collection
- Provide technical assistance and guidance to the Summit site when setting up Cayen and entering data.
- Assist in the development of surveys and monitor the distribution and collection of the surveys
- Conduct monthly Go To Meeting virtual meeting to review, assist and support ICESC program implementation
- Conduct fall and spring site visits
- Assist in the Indiana Quality Program Self-Assessment Process through orientation and monitoring
- Preparation of Reports (mid-year, site visit, Executive Summaries and End of Year Local Evaluation Report

Indiana Council on Educating Students of Color Roles and Responsibilities

- Engage members of your team in the development of Evaluations sections as needed.
- Collaborate with Higgins and Associates and Tindley Summit school to create the shortterm performance measures.



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- Communicate with Tindley Summit's administration on the data needed for performance measures.
- Collect data and ensure the data are entered into the Cayen database (this includes using Cayen's customer support staff to assist in troubleshooting)
- Administer and submit completed surveys to Higgins and Associates for analysis and evaluation
- Schedule with Higgins and Associates fall and spring site visits
- Recruit participants on the IN-QPSA teams
- Ensure Higgins and Associates has access to accurate and timely data and are updated regarding program changes that impact the evaluation

The performance of this work will include monthly Go To Meeting attendance by both the H&A group and ICESC group to insure and support this MOU. Dates will be determined in August for the school year.

We appreciate the opportunity to submit this Memorandum of Understanding. We recognize that Evaluation is a Partnership and we truly believe that the collaboration on the grant execution is a shared commitment and we look forward to this expanded collaboration.

Please feel free to contact me if you have any questions.

Sincerely,
Herb
Higgins

Herb Higgins
President
Higgins and Associates
269-932-5200

Signature: 

Name (Printed): Ms. Diana Daniels

Title: Executive Director

Date: 08/07/2020



**Intensified Accelerated Systems, Inc.
Culture-Centered Teacher Professional Development**

Consultant: Augusta Mann
141 S. Meridian Street Suite 405
Indianapolis, IN 46225

Memorandum of Understanding

Indiana Council on Educating Students of Color (ICESC) and Intensified Accelerated Systems, Inc., Augusta Mann – (hereinafter “partnering agency”) enter into this agreement for professional development services at the 21st Century After School Community Learning Center program, Cohort 10 under Title 1 Part B-ESSA beginning with award notification at Tindley Summit, Elementary School, Indianapolis, IN for the school year 2021-2022.

Responsibilities of the Partnering Agency:

1. Utilizing the ICESC Curriculum, provide teaching strategies that incorporate culture in teaching reading to children in the 21st CCLC Center After School Program at Tindley Summit Elementary School;
 2. Lead a total of four (4) professional development workshops throughout the year to all staff members; focusing on over 100+ cultural strategies, vocabulary development, and writing. Using the 5 R’s for delivery.
 3. Work cooperatively with Program Directors, and Site Coordinator to review data and make training adjustments based on needs;
 4. Prepare a written report of the content and results immediately following each of the four (4) professional development sessions
5. Compensation \$7,200

Agreed on this day, July 28, 2020
Indiana Council on Educating Students of Color
Name of Applicant Name
Designee

Augusta Mann

Augusta Mann

Signature of ICESC

Diana Daniels



KELLEY COMMUNICATION & CONSULTING MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU), hereinafter referred to as the Memorandum, entered into on 08/01/2020, by and between Venita Kelley, PhD/Kelley Communication & Consulting with place of business at P. O. Box 331, Wilberforce, Ohio 45384, hereinafter referred to as the "First Party", and Indiana Council on Educating Students of Color (ICESC) in business at 3737 N. Meridian Street Indianapolis, IN 46208

hereinafter referred to as the "Second Party," and collectively known as the "Parties" for the purpose of establishing and achieving various goals and objective relating to ICESC projects and providing: *professional development, program consulting, educator coaching, and/or cultural proficiency training.*

WHEREAS, the aforementioned Parties desire to enter into the herein described agreement in which they shall work together to accomplish the goals and objectives set forth;

AND WHEREAS, the Parties are desirous to enter an understanding, thus setting out all necessary working arrangements that both Parties agree shall be necessary to complete this project;

MISSION

The aforementioned project has been established with the following intended mission in mind:

As aligned with the Indiana Council on Educating Students of Color (ICESC), Kelley Communication & Consulting (KCC) will provide cultural proficiency supports, training, and consultation to aid ICESC in: providing an After School literacy program based on two areas of research that will meet student needs in Literacy and support the acceleration of learning through engaging activities/ strategies that build students' literacy skills in the context of ICESC's use of Augusta Mann's evidence and research based "*Touching the Spirit*" Framework of Principles which helps teachers utilize culture in the achievement of educational excellence for underachieving African American, Latino and other students. and ICESC's embedding Dr. James Banks' five "*Dimensions of Multicultural Education*" strategies and content into its program approach. In order to (1) Improve academic outcomes; (2) Improve student behavior and improve student classroom participation. (social-emotional development) measured through data, student writing and surveys; and (3) Increase family engagement.

PURPOSE AND SCOPE

The Parties intend for this Memorandum of Understanding to provide the cornerstone and structure for any and all possibly impending binding contract which may be related to the project.



OBJECTIVES

The Parties shall endeavor to work together to develop and establish policies and procedures that will promote and sustain an ICESC after school literacy program. “First Party” will serve as cultural proficiency expert, trainer and consultant and/or services at levels that meet or exceed all business and industry standards.

RESPONSIBILITIES AND OBLIGATIONS OF THE PARTIES

It is the desire and the wish of the aforementioned Parties to this MOU Agreement that this document should not and thus shall not establish nor create any form or manner of a formal employment, but rather an agreement between the Parties to work together in such a manner that would promote a genuine atmosphere of collaboration and alliance in the support of an effective and efficient partnership and leadership meant to maintain, safeguard and sustain sound and optimal managerial, financial and administrative commitment with regards to all matters related to the project through means of the following services:

SERVICES COOPERATION

“First Party” shall render and provide the following services that include, but are not limited to:

- 1) ***Cultural Proficiency training with ICESC designated personnel***
- 2) ***Coaching/Consulting re James Banks Multicultural Education philosophy and implementation.***
- 3) ***Coaching or Consulting Services related to Closing Achievement/Opportunity Gaps***
- 4) ***Professional Development related to closing opportunity gaps.***

“Second Party” shall render and provide the following services that include, but are not limited to: ***Provide financial compensation to KCC/Venita Kelley, PhD inclusive of travel, research and preparation time compensation (and/or as necessary via virtual delivery) equal to \$5000 or additionally negotiated fees.***

TERMS OF UNDERSTANDING

The term of this Memorandum of Understanding shall be for a period agreed upon by Second Party and First Party from the aforementioned effective date and extended upon written mutual agreement of both Parties.

AMENDMENT OR CANCELLATION OF THIS MEMORANDUM

This Memorandum of Understanding may be amended or modified at any time in writing by mutual consent of both parties. In addition, the Memorandum of Understanding may be cancelled by either party with 60 days advance written notice, with the exception where cause for cancellation may include, but is not limited to, a material and significant breach of any of the provisions contained herein, when it may be cancelled upon delivery of written notice to the other party.



GENERAL PROVISIONS

The Parties acknowledge and understand that they must be able to fulfill their responsibilities under this Memorandum of Understanding in accordance with the provisions of the law and regulations that govern their activities. The parties assume full responsibility for their performance under the terms of this Memorandum. If at any time either party is unable to perform their duties or responsibilities under this Memorandum of Understanding consistent with such party's statutory and regulatory mandates, the affected party shall immediately provide written notice to the other party to establish a date for resolution of the matter.

LIMITATION OF LIABILITY

No rights or limitation of rights shall arise or be assumed between the Parties as a result of the terms of this Memorandum of Understanding.

ARBITRATION/MEDIATION DISPUTE RESOLUTION

The Parties to this Memorandum of Understanding agree that should any dispute arise through any aspect of this relationship, including, but not limited to, any matters, disputes or claims, the parties shall confer in good faith to promptly resolve any dispute. In the event that the parties are unable to resolve the issue or dispute between them, then the matter shall be mediated and/or arbitrated in an attempt to resolve any and all issues between the parties.

In the event that any court having jurisdiction should determine that any portion of this Agreement to be invalid or unenforceable, only that portion shall be deemed invalid and not effective, while the balance of this Agreement shall remain in full effect and enforceable. This Agreement shall be interpreted and governed by and in accordance with the Federal Arbitration Act 9 U.S.C. §1-16.

NOTICE

Any notice or communication required or permitted under this Memorandum shall be sufficiently given if delivered in person or by certified mail, return receipt requested, to the address set forth in the opening paragraph or to such address as one may have furnished to the other in writing.

GOVERNING LAW

This Memorandum of Understanding shall be governed by and construed in accordance with the laws of the State of Indiana.

ASSIGNMENT

Neither party to this Memorandum of Understanding may assign or transfer the responsibilities or agreement made herein without the prior written consent of the non-assigning party, which approval shall not be unreasonably withheld.

ENTIRE UNDERSTANDING

The herein contained Memorandum of Understanding constitutes the entire understanding of the Parties pertaining to all matters contemplated hereunder at this time.



MOU SUMMARIZATION

FURTHERMORE, the Parties to this MOU have mutually acknowledged and agreed to the following:

- The Parties to this MOU shall work together in a cooperative and coordinated effort, and in such a manner and fashion to bring about the achievement and fulfillment of the goals and objectives of the ICESC/CCLC21st After school Literacy program.
- It is not the intent of this MOU to restrict the Parties to this Agreement from their involvement or participation with any other public or private individuals, agencies or organizations.
- It is not the intent or purpose of this MOU to create any rights, benefits and/or trust responsibilities by or between the parties.
- Should there be any need or cause for the reimbursement or the contribution of any funds to or in support of the project, it shall then be controlled in accordance with Indiana governing laws, regulations and/or procedures.
- Upon the signing of this MOU by both Parties, this Agreement shall be in full force and effect.

AUTHORIZATION AND EXECUTION

The signing of this Memorandum of Understanding does not constitute a formal undertaking, and as such it simply intends that the signatories shall strive to reach, to the best of their abilities, the goals and objectives stated in this MOU.

This Agreement shall be signed by Venita Kelley, PhD./Kelley Communication & Consulting and Diane Daniels, Executive Director, Indiana Council on Educating Students of Color and shall be effective as of the date first written above.



08/01/2020
(Date)

(First Party Signature)
Venita Kelley, PhD. /Kelley Communication & Consulting



08/10/2020
(Date)

(Second Party Signature)
Diane Daniels, Ex. Dir./ICESC



**INDIANA COUNCIL ON EDUCATING STUDENTS OF COLOR
AND
TINDLEY SUMMIT ACADEMY
MEMORANDUM OF UNDERSTANDING
(MOU)**

Indiana Council on Educating Students of Color, hereinafter referred to as **ICESC**, and **Tindley Summit Academy**, hereinafter referred to as **TSA**, enter into this Memorandum of Understanding (**MOU**) for the express purpose of implementing a 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties the implementation of the **MOU** is contingent upon continued funding received by the **21st CCLC** from the Indiana Department of Education.

ICESC and TSA desire to work cooperatively to build an asset based approach to the delivery of services to students of color and their families.

PURPOSE

Through collaborative efforts, **ICESC** and **TSA** will engage in a thorough needs assessment process to ensure that after school programming will meet the needs of the parents of students enrolled in **TSA**. The goal of the 21st CCLC afterschool program provided by **ICESC** are directly aligned with the overreaching goal of Improving Student Achievement.

DESCRIPTION OF PROGRAM SERVICES

TSA is a two year committed to the successful functioning of the 21st CCLC Afterschool Program and to the realization of the outcomes it seeks and agrees to the following:

1. **TSA** will provide adequate space for the after school program services. This will include classroom space, library media center/computer lab and adequate storage space.
2. **TSA** will actively participate in the 21st CCLC Afterschool Program and will have representation at all ICES Community Advisory Board meetings.
3. **TSA** will participate in program elevation; attend meetings with ICESC and understanding/collection of data and providing needed input. This will ensure that everyone is engaged in providing required reports for the 21st CCLC.
4. **TSA** will release and provide data, including grades and/or test scores; attendance, and/or other information for the external evaluation to the State Department of Education as required. **TSA** will hold their teachers responsible for submitting Teacher Survey forms at the end of the school year to the State Department of Education as required.
5. **TSA** will indicate the type of service days and duration of service programs on partnership commitment for the afterschool program. The Program will include:
 - Provide appropriate space at school; a minimum of 2-4-rooms or areas for 100 students;
 - Provide space for the virtual reality equipment including mounting of cameras and TV equipment;
 - Provide the required number of students to meet the grant guidelines, a minimum of 100 students; grades 1-6;
 - Provide a guaranteed 45 days minimum of student attendance at the afterschool program;
6. **TSA** will assist with the coordination of safe out-of-school transportation by foot/car rider of students enrolled in ICESC Out-of-School Program. Student walkers will be picked up by parents and released from the afterschool program by signature of parent only or designated contact

person only. This includes providing ICESC with a list of students who are transported by parents/ authorized guardians. This list will include parent/guardian information such as telephone numbers, address and contact person, a name of an authorized person in case of an emergency.

7. TSA will provide the needed student identification numbers, state and student.
8. TSA will provide fall and spring semester letter or number grades as requested on a timely bases.
9. Develop common confidentiality guidelines to share information between TSA and ICESC to the extent permitted by the Indiana Education Code and the Welfare and Institutions Code governing client confidentiality.
10. TSA will provide ICESC a written copy of the school's emergency procedures, safety hazards procedures, evaluation procedures and procedures for unauthorized individuals attempt to take youth from the program.
11. Provide a staff rooster to ICESC.
12. TSA will work in collaboration with ICESC to assure students will maintain a minimum of 60 consecutive days of attendance by developing incentives to encourage and reward students that maintain the minimum attendance quota for the after school program.

ICESC is committed to the successful functioning of the 21st CCLC After School Program and to the realization of the outcomes it seeks.

ICESC will:

Assume and lead fiscal agency responsibilities for the 21st CCLC Afterschool Program including all aspects of the 21st Century Community Learning Contract implementation and development

1. Provide a Curriculum Coordinator to support ICESC teachers as they engage youth, to meet the state standards. Curriculum Coordinators will facilitate collaborative communication between classroom teachers and ICESC staff, so youth are receiving targeted instruction.
 2. Provide qualified teaching staff at TSA for a minimum of 2 hours a day, Monday-Thursday and 4 hours on Friday for 12 hours per week for 32-34 weeks of instruction.
 3. Provide a parent sign-up table and a TSA representative at each TSA program site's School Registration Days, Parent Night, or any activity that is appropriate for promoting the after-school program.
 4. Deliver virtual services to families requesting out-of-school time tutoring from 4:00-6:00 pm Monday to Thursday and Friday from 1:30-5:30 pm.
 5. Maintain evaluation data, attendance forms, and other relevant program documentation as needed by the Department of Education.
 6. Establish an Advisory Board/or work in collaboration with an existing TSA Advisory Board with representative members of TSA and the community to meet IN-QPSA requirements.
 7. ICESC will hold monthly meetings with building leadership to ensure partnership involvement and to discuss operations of the program.
 8. ICESC will prepare promotional and enrollment material as a joint effort in student recruitment and enrollment. Selection of students will be made by building leadership from a list of students reading below grade level in reading
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and math. Enrollment records will be retained by both entities.9 At least bi-monthly progress reports initiated by contract teachers will be discussed with classroom teachers to ensure there is collaboration and linkage with the teaching staff. Parents/guardians will receive 9 month progress reports.

9. ICESC Executive Director, Curriculum Coordinators and School Administrators will establish dates for the collection and dissemination of data to ensure required data, reports and comparison of grades is collected.

10. ICESC will be provide a snack supplied by INDYPARKS daily.

TERMS

The term of this Memorandum of Understanding shall commence no earlier than August, 24, 2020 and continue through June, 2021. This MOU maybe reviewed by both parties annually. This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

TERMINATION CLAUSE

This Memorandum of Understanding **IS FOR 1 YEAR**. With the understanding that future collaborations depend upon 21st Century funding.

AMENDMENTS

Amendments to this MOU may be made with the mutual written agreement of both parties.

HOLD HARMLESS/INDEMNIFICATION

TSA agrees to indemnify, defend and hold harmless ICESC, its board of trustees, officers, agents and employees from and against and all claims, costs, demands, expenses (including attorney's fees), losses, damages, injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any



APPENDIX 3—EQUITABLE PARTICIPATION OF NON-PUBLIC SCHOOL CONSULTATION FORM (2.5 POINTS)

Non-Public-School Compliance Report

The following seven (7) schools resides within a five mile radius of Tindley Summit Academy, 3698 DuBarry, Indianapolis, Indiana. (We were able to contact 6 of the schools to get their MOU's the 7th school is closed.) .

1. Worthmore Academy
4601 N. Emerson Avenue
1-877-700-6516
Contact: Ms. Brenda Jackson
Worthmore Academy students have special disabilities. Worthmore Academy services students with Autism, ADD, ADHD, Dyslexia and other serve disabilities. On July 15, 2020 I met with Ms. Brenda Jackson, Director of Worthmore Academy to introduce ICESC's program and to explain our goals and objectives as an after school tutoring program. The school does not have computers, no wi-fi and no transportation. Students come as far as Muncie, Indiana to attend this private school. It was agreed that our services would probably not fit into their student's academic school plan. Ms. Jackson signed the consultation form.
2. Greater Morning Star Christian School
5502 E. 36th Avenue
No phone number. Property Up for Sale.
Could not locate new location.
3. St. Lawrence Catholic School
6950 E. 46th Street
317-546-4065
Contact: Sarah Watson
I contacted Ms. Sarah Watson several times. Finally, we were able to meet to present ICESC's tutoring program. It was discovered that St. Lawrence participates in Lawrence Township 21st CCLC programs.
4. Holy Spirit Catholic School
7241 E. 10th Street
317-352-1243
Contact: Ms. Rita Parson
Met with her to discuss our program. Gave her our brochure. Holy Spirit Catholic School is signed to participate with Warren Township.
5. Fortune Academy 5626 Lawton Loop E. Drive



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317-377-0544

Contact: Vanessa Coles

Ms. Coles's title is Head of School. We met and it was determined that Fortune Academy was already participating with Lawrence Township School. Ms. Coles did however indicate interest in professional development and other programs that we are involved with.

6. Trinity Luther School

8540 E. 16th Street

317-897-0243

Contact: Sara Grein

Met with Ms. Grein and determined no interest due to participating with Warren Township.

7. Cornerstone Baptist Academy

10701 E. 56th Street

317-826-1160

Contact: Dr. Scheidlert

An email was sent to Dr. Schedlert along with our program brochure explaining the invitation to discuss our program. Her schedule was very busy, and we were unable to meet face to face. She felt that there was not sufficient time to review the brochure and discuss our program.



COMPLETED NON-PUBLIC CONSULTATION FORM(S)

Worthmore Academy:

- Check this box if there are no non-public schools within a 5-mile radius of each proposed programming site*

Indiana Council on Educating Students of Color met with Worthmore Academy on July 15, 2020 in consultation for participation in a 21st CCLC initiative in the city of Indianapolis located in Marion County.

We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

- Yes, we wish to participate

- No, we do not wish to participate

- Yes, we wish to participate and request further consultation

Brenda J. Jackson
Non-Public School Representative

[Signature]
Signature

Dorothy M. Dillon
Applicant Representative

[Signature]
Signature



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Check this box if there are no non-public schools within a 5-mile radius of each proposed programming site

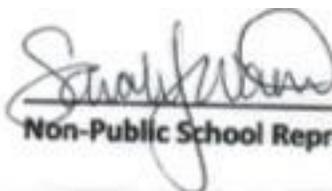
Indiana Council on Educating Students of Color met with St. Lawrence Catholic School on August 3, 2020 in consultation for participation in a 21st CCLC initiative in the city of Indianapolis located in Marion County.

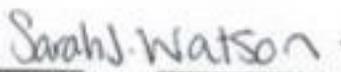
We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

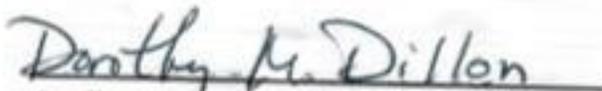
Yes, we wish to participate

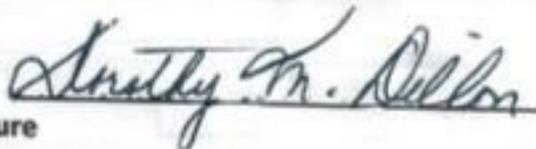
No, we do not wish to participate

Yes, we wish to participate and request further consultation


Non-Public School Representative


Signature


Applicant Representative


Signature



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SIGNED MOUs FOR ALL PROGRAM PARTNERS/LEAs

The sample MOU template is Appendix 1 of the RFP. Applicants may use this template or another template they have developed with the partner(s).

COMPLETED NON-PUBLIC CONSULTATION FORM(S)

Check this box if there are no non-public schools within a 5 mile radius of each proposed programming site

Indiana Council on Educating Students of Color met with Cornerstone Baptist Academy on August 10, 2020 in consultation for participation in a 21st CCLC initiative in the city of Indianapolis located in Marion County.

We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

Yes, we wish to participate

No, we do not wish to participate

I was not given enough notice to do this



Yes, we wish to participate and request further consultation

Tina Scheidter

Non-Public School Representative

Tina M. Scheidter

Signature

Dorothy M. Dillon

Applicant Representative

Dorothy M. Dillon

Signature



21ST CCLC

SIGNED MOUs FOR ALL PROGRAM PARTNERS/LEAs

The sample MOU template is Appendix 1 of the RFP. Applicants may use this template or another template they have developed with the partner(s).

COMPLETED NON-PUBLIC CONSULTATION FORM(S)

Check this box if there are no non-public schools within a 5 mile radius of each proposed programming site

Indiana Council on Educating Students of Color met with Fortune Academy on August 10, 2020 in consultation for participation in a 21st CCLC initiative in the city of Indianapolis located in Marion County.

We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

Yes, we wish to participate

No, we do not wish to participate

*We have already signed with
Lawrence Township*

Yes, we wish to participate and request further consultation

Vanessa Coles
Non-Public School Representative

Vanessa Coles
Signature

Dorothy M. Dillon
Applicant Representative

Dorothy M. Dillon
Signature



21ST CCLC

SIGNED MOUS FOR ALL PROGRAM PARTNERS/LEAS

The sample MOU template is Appendix 1 of the RFP. Applicants may use this template or another template they have developed with the partner(s).

COMPLETED NON-PUBLIC CONSULTATION FORM(S)

Check this box if there are no non-public schools within a 5 mile radius of each proposed programming site

Indiana Council on Educating Students of Color met with Holy Spirit Catholic School on August 10, 2020 in consultation for participation in a 21st CCLC initiative in the city of Indianapolis located in Marion County.

We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

Yes, we wish to participate

No, we do not wish to participate

Yes, we wish to participate and request further consultation

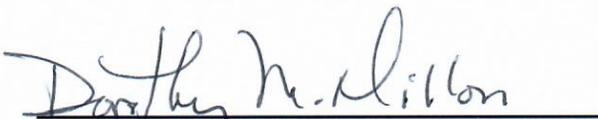
*signed LEA
Warren Township*



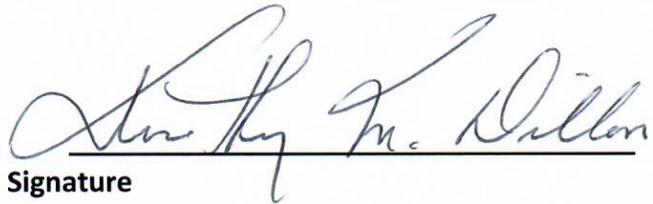
Non-Public School Representative



Signature



Applicant Representative



Signature



21ST CCLC

SIGNED MOUS FOR ALL PROGRAM PARTNERS/LEAS

The sample MOU template is Appendix 1 of the RFP. Applicants may use this template or another template they have developed with the partner(s).

COMPLETED NON-PUBLIC CONSULTATION FORM(S)

Check this box if there are no non-public schools within a 5 mile radius of each proposed programming site

Indiana Council on Educating Students of Color met with Trinity Lutheran School on August 10, 2020 in consultation for participation in a 21st CCLC initiative in the city of Indianapolis located in Marion County.

We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

- Yes, we wish to participate
- No, we do not wish to participate
- Yes, we wish to participate and request further consultation

*Signed by
Warren
Township*

Ara N. Stein
Non-Public School Representative

8/10/2020
Signature

Deathy M. Dillon
Applicant Representative

Deathy M. Dillon
Signature

PROJECT ABSTRACT (2.5 POINTS, 2 PAGES MAXIMUM)

“Breaking The Chains of Illiteracy: by Touching the Spirit”

The Indiana Council on Educating Students of Color (ICESC, a 501c3 Community Based Organization serving as fiscal agent), is submitting this proposal in partnership with 1 LEA, Tindley Summit Academy, a public charter school, located on the near eastside of Indianapolis, 3698 Dubarry Rd. 46226. The elementary school houses grades 1-6 and will begin in 2021 to initiate a 7th-grade adding on 8th grade in 2022. The school is a part of the Tindley network of schools, which includes one other elementary school and a middle/high school. ICESC will provide an After School literacy program 5 days a week, 12 hours a week, for 32-34 weeks. The program will serve 80 students (60 students, grades 1-5; and 20 Students grades 6-7) via in-school and virtual model (aligned with a COVID-19 attendance decision made by the administration).

Proposed Activities:

The ICESC program is based on two areas of research that will meet student needs in Literacy and support the acceleration of learning, through engaging activities/ strategies that build students’ literacy skills: they are taught reading via the content areas of social studies (historical and current events) and science. Students will also focus on building vocabulary and background knowledge, including via virtual reality modules which provide students with experiential learning

ICESC will use Augusta Mann’s evidence and research based (Ladson-Billings) program, (1) *“Touching the Spirit” Framework* of Principles which helps teachers utilize culture in the achievement of educational excellence for underachieving African American, Latino and other students.

(2) ICESC will embed Dr. James Banks' five "*Dimensions of Multicultural Education*" approach and content into our program approach. Multicultural education is a field of study and an emerging discipline whose major aim is to create equal educational opportunities for students from diverse racial, ethnic, social-class, and cultural groups". (Banks & Banks, 1995. p. xi)

The intended outcomes to be achieved:

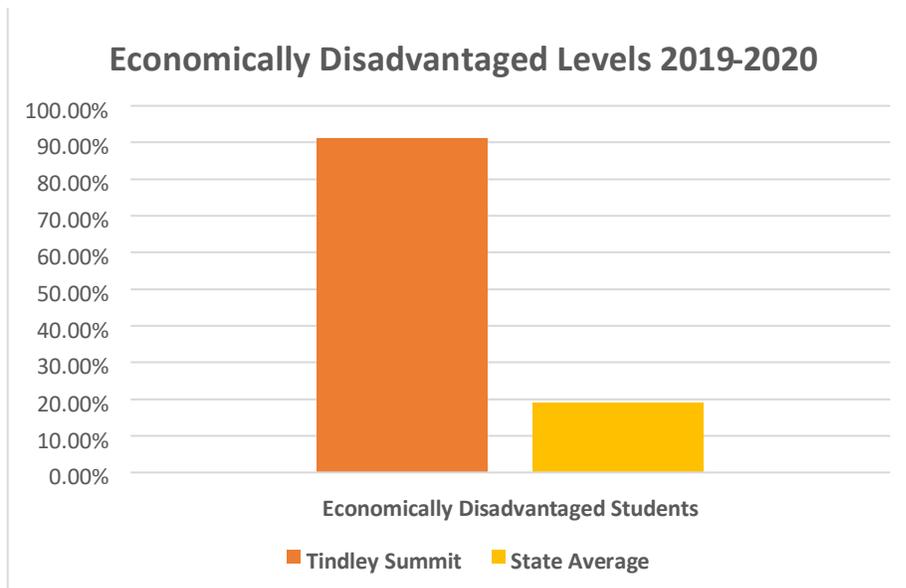
- (1) To improve academic outcomes and if pandemic conditions allow, physical field trips.
- (2) To Improve student behavior and improve student classroom participation. (social-emotional development) measured through data, student writing and surveys.
- (3) To Increase family engagement as:
 - a. Parents will participate in the program goal to **Turn Off The Electronics (TOTE)**: A weekend family reading activity with their children.
 - b. Four Family Literacy Nights: 2 in Fall, 1 in Winter, 1 in Spring, are held.

Key Personnel to effectively implement this grant include: Ms. Diana Daniels, ICESC Executive Director; Ms. Dorothy Dillon, Elementary Curriculum Coordinator; Mr. Clete Ladd, Secondary Curriculum Coordinator (Dream Catchers Program); 6 licensed teachers; 2 Tutor, 1 site coordinator, Lettie Harris.

#2 PROGRAM QUALIFICATION (5 POINTS, 2 PAGES MAXIMUM)

Tindley Summit’s Poverty Rate

ICESC’s “*Breaking the Chains of Illiteracy by: Touching The Spirit*” meets the qualifications for a 21st CCLC grant due to Tindley Summit’s High Poverty rate of 91%. The Indiana Council on Educating Students of Color (ICESC), a state 501C(3), in partnership with Tindley Summit Academy finds that Summit meets the requirements for this competitive priority, with **91% economically disadvantaged (FRL), as compared to the state average of 19%**



Origins of Partnership

ICESC After School Programs have traditionally focused on literacy skills as one of our core intervention components. This proposal continues that focus. Due to the student demographics of our partner schools, ICESC has historically pulled on the research about the value of culture centered education and have used students’ cultures to embrace and power our literacy skills lessons. ICESC has had an existing relationship with Tindley Genesis since 2018 and developed a relationship with the

Charter school network. With the existing partnership and learning of Summits deficits, it was natural for ICESC to expand and include the school in our after school literacy programming.

Priority Area:

According to the National Assessment for Educational Progress (NAEP), the fourth-grade reading scores of African American students were 17% lower than their non-Black peers.

The State data on the 2018-2019 ILEARN indicates that **Tindley Summit did not meet the federal rating for 7 out of 8 of the state proficiencies.**

The priority area ICESC has chosen is literacy

There is a profound relationship between poverty and illiteracy. Poverty can negatively affect a child's cognitive development and their academic performance. Consequently, children living in poverty already have a 50 percent weaker vocabulary than wealthier peers at the start of school. Research by Betty Hart and Todd Risley in the late 1990s and early 2000s indicated that children from less advantaged backgrounds are exposed to millions of fewer words in their first three years of life than children who come from more privileged socioeconomic backgrounds. Poverty does not cause academic failure, but it is a factor that profoundly influences the character of schools and student performance. This does not mean poor children cannot learn, nor we have to eliminate poverty and related social issues, in order to educate all children in Indianapolis equitable. There are "effective" schools across the country that have shown us that it is possible, for poor children to achieve at high levels of learning when we respond to their needs and create conditions conducive to learning.

#3 PRIORITY POINTS (5 POINTS, 1 PAGE MAXIMUM)

“Breaking the Chains of Illiteracy by: Touching The Spirit”

The Summit (as Tindley Summit is often referred to) is situated in a community characterized by food deserts, high crime, drugs, and violence that negatively impact the education climate for students.

According to its administration, Tindley Summit’s student composition is 90% African American, 8% Latin, 2% Multiracial. Summit is located six blocks from 42nd and Post Road, one of the highest crime areas in the city of Indianapolis. Unfortunately not all children have high quality early childhood literacy experiences: Researchers have found that while there are more than a dozen books per child in middle income neighborhoods, in low income neighborhoods the ratio is closer to one book for every three hundred children (Hart/Rise). Compounding these differences, low-income families engage in much less conversation and use smaller vocabularies when talking with their children. Children from low income families are further disadvantaged when it comes to early exposure to reading; which creates a massive reading readiness gap between even the youngest children. By the time they enter kindergarten they are 12-14 months below national norms in language and pre-reading skills. Too often gaps in reading readiness and language development become academic achievement gaps. Students who do not develop reading skills during the early years are prone to leaving school without a diploma, which leads to a myriad of social problems including a dependence on welfare, teen pregnancy, incarceration, living in areas with higher crime rates, and a perpetuation of the cycle of poverty and illiteracy. ICESC will apply Dr. James Banks dimensions of multicultural education and Augusta Mann’s culture centered framework for increasing literacy achievement.

#4 NEED FOR PROJECT (10 POINTS, 7 PAGES MAXIMUM)

“Breaking the Chains of Illiteracy by: Touching The Spirit”

ICESC Core Value #1: All stakeholders have a vested wealth in the social, cultural and intellectual development of all children; but especially those children that historically are on the bottom of the educational realm.

Current Programing:

Currently, no other after school competing activities exist at Tindley Summit. ICESC would be the only program providing services. In response to this need for a quality After School program, the Indiana

Council on Educating Students of Color (ICESC) will establish an after School Literacy model for ages 6-14 (4:00-6:00pm Monday thru Thursday) and on Friday 1:30-5:30 pm. Summit is located in a neighborhood where the average family income is near or below the established poverty level. The nearest community agency (C.A.F.E) is 1 mile from Tindley Summit, offering youth services to ages 15-18, and workforce development support. ICESC will fill the service gap with academic services, social/ emotional behavior and parental engagements to 80 children, grades 1-7, either in-school or virtual support.

Data Evidence

The dynamic of illiteracy among African Americans can be traced back to slavery. In the United States the enslaved were not allowed to learn to read or write during 246 years of enslavement. Literacy was discouraged, except for religious instruction, and eventually made illegal in many of the Southern states. It was believed that literacy was a threat to the institution of slavery: it was reasoned that literacy facilitated knowledge about the underground railroad, routes to freedom and abolition.

The United States is unique in that it is the only slave holding country known to have prohibited the education of slaves in the diaspora. Further, enslaved Africans were not allowed to speak their native language, therefore English and African words evolved into a language known as Ebonics, African American Vernacular English, Black English, etc.: a systematic, rule-governed language tracing back to the Niger-Congo Languages (G. Robinson, NABSE, Noma LeMoyné, Geneva

Smitherman). As language is a reflection of cultural thinking and logic structures, it negatively impacts students entering schools using Ebonics. They are often referred to speech/language impairment classes (indicating that they are “deficient”) rather than being met with the knowledge that their language use is normal. Mann’s instructional strategies include cultural language knowledge that lead to student literacy success. For instance, her literacy strategy ‘Essential Summaries’ is designed as a short-term support for reading comprehension of content area texts. It uses the power of summation to accelerate the acquisition of background knowledge and academic vocabulary for underperforming students. In effect, Mann trains the students to ‘code-switch’, which helps them retain their linguistic systems and adds the language of standard English instruction to their literacy skillsets. (Betances, Mann, Banks)

The creation of large urban communities of color, created by white flight to suburban areas over a period of years, created geographical limitations for students of color to have access to equal educational opportunities (books, technology, etc.), including a high-quality seat. The following chart indicates that suburban and rural schools have higher rates of high-quality seats than do urban schools (*2016, Indiana Achievement Report*). To highlight the need for opportunities to equitable education, in rural areas 6% of students attend a “D” or “F” school; In suburban communities, 6% of students attend a “D” or “F” School. In urban communities, 30% of students attend a “D” or “F” School. For

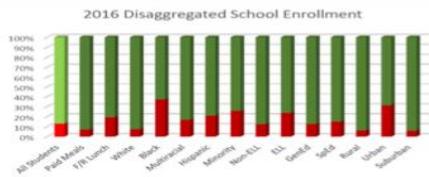


Figure 4: Disaggregated School Enrollment by Letter Grade, 2016



everyone white student in a D or F school there are: 2 Multiracial students, 3 Hispanic Students, and 5 Black Students.

The Summit had a projected enrollment for school year 2020-2021 at 303 students. The Summit’s students are

not only economically disadvantaged but in addition, there is cause for alarm as the student population is not meeting the state assessment ratings for proficiency in English/Language Arts: again, failing 7 out of 8 State Proficiencies.



ILEARN Target

State Average (48.9%)

Tindley Summit(15.8%)

As the charts to the left indicate, a large percentage of Tindley students are below proficiency in English/Language Arts.

Note: ISTEP ended in 2018; ILEARN began as state measurement in Fall 2018

ILEARN Performance

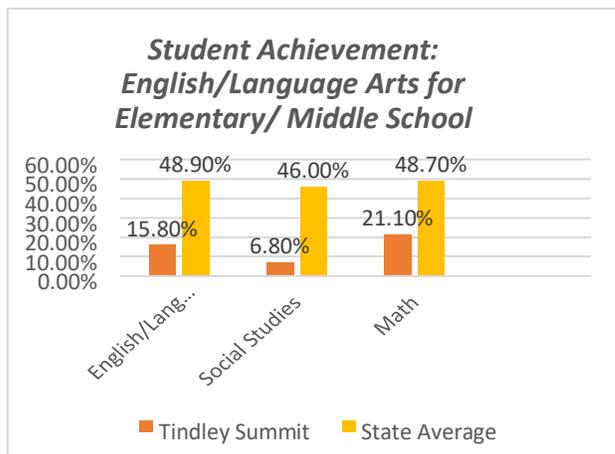
	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
English/Language Arts Grades 3-8	55.3%	28.9%	12.3%	3.5%
Mathematics Grades 3-8	53.5%	25.4%	15.8%	5.3%

Student ILEARN test scores did not meet state proficiency goals. In a literacy acquisition context, the impact of the lack

of access to a high-quality seat results in urban students from high poverty areas (whom have not had pre-school) enter school behind their peers. Thus, if they have not mastered the basics of reading by 3rd grade, splintered reading skills result impacting their ability to *learn how to read*. By 4th grade, that difficulty is magnified by the introduction of content area reading where students begin to *“read to learn”*: Without the basic literacy skill foundation for “learning how”, the student’s skills are further

splintered impeding the student’s ability to effectively understand and apply content area reading strategies. Importantly, students take the state social studies exam in 5th grade.

If students are unable to engage



Academic Achievement Scores indicate Summit’s academic performance is far below the state average. Students at proficiency are at 12.3%, students above proficiency are at 3.5 % for a totaling 15.8% who passed ELA compared to the state average of 48.90%. 6.80% passed Social Studies compared to State average 46.00%.

in effective comprehension (main idea, supporting details, sequencing, etc.) they will not be able to read the social studies textbook well; leading to poor performance on the

state test (see Student Achievement chart).

Although, Tindley Summit is a “C” school based on the 2017-2018 State Assessment, Tindley Summit’s principal states his current school did not meet 7 out of 8 state proficiencies and would be an “F” school if “hold harmless” on I-LEARN 2019 was not in effect.

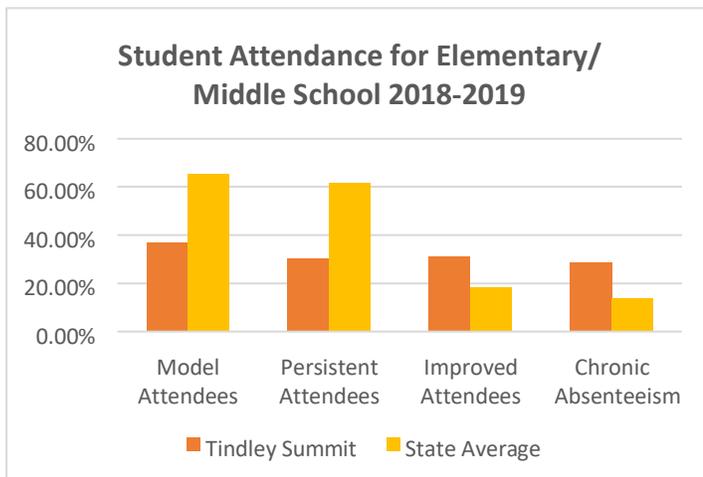
Again, Summit’s poverty level of 91% qualifies the school to receive a 21st CCLC grant, however; the additional realities stated above underscore the necessity of a literacy intervention program for Summit students, particularly the ICESC Afterschool Literacy approach.

“*Breaking the Chains of Illiteracy by “Touching the Spirit* is a culturally relevant approach to teaching literacy, by applying cultural knowledge in the achievement of educational excellence for African American and other ethnicities the schools are failing to educate. It is based upon the 9 supportive principles of African American culture, and includes the African American teaching and learning patterns: The **5R’s: rituals, recitation, repetition, rhythm, and relationships**, to accelerate the development of literacy using Mann’s evidence -based strategies and Banks’ curriculum integration philosophy. Each one of these unique teaching practices are levity for

teachers, parents, and community groups who teach underperforming African American and other students who need to achieve multiple years of growth in a short period of time, while also incorporating self-esteem development.

Banks’ curriculum integration approach includes 4 levels of contextual student learning: contributions, additive, transformation, and social action. **These research and evidence-based program approaches will enhance student academic progress at Tindley Summit through combining multicultural education philosophy and cultural teaching strategies to enhance students’ literacy skills through the content area of social studies.** Holistic instruction, connected learning rather than siloed (individual parts), are taking the best of each approach and applying them in the context of African American, Latino and other collectivist cultural learning styles.

Student Attendance is not a 21st CCLC qualifier for intervention, ICESC emphasizes that chronic



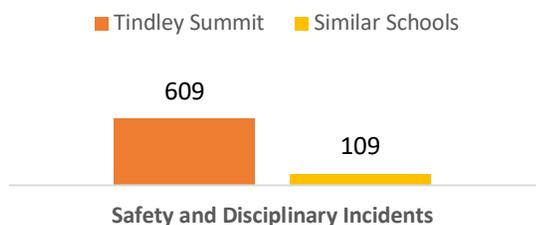
absenteeism (missing more than 10 percent of school a year) occurs at rates three to four times higher in high poverty areas. Lack of attendance impacts the quality of education that a student receives.

An overwhelming majority of chronically absent students are impoverished,

dealing with such daily stresses as caring for siblings, Coronavirus, violence in the community, and frequent familial moves. Tindley Summit school did not meet federal/state guidelines for attendance (see chart above showing chronic absenteeism close to 30 %.)

Access School Needs:

Safety and Disciplinary Incidents: Bullying, Expulsions, Suspensions 2018-2019



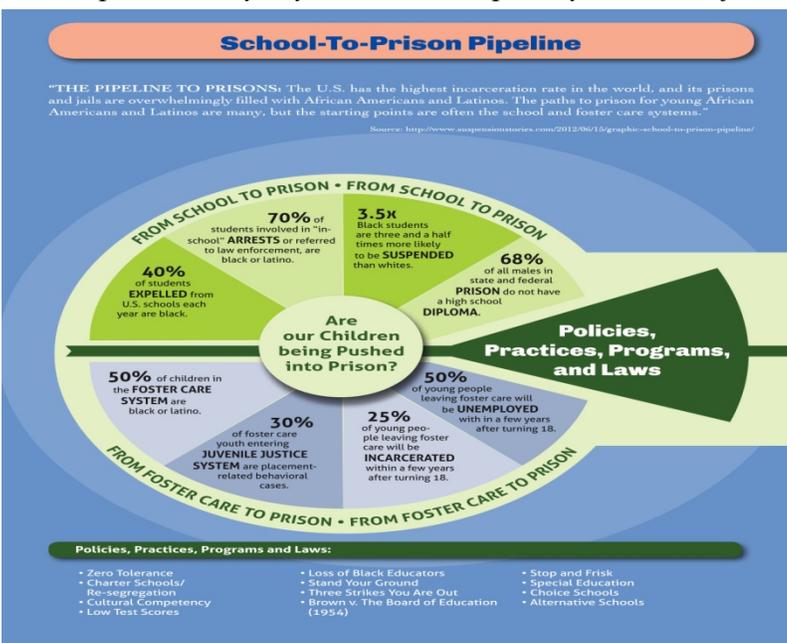
School Environment: The chart to the left illustrates 609 disciplinary/safety incidents at Tindley Summit in comparison to state schools similar in size.

The Summit’s principal requested the advisory team, and our administrative team meet via *www.Zoom.com* with the student

leadership team to describe the activities of our program.

The students were interested in the Dream Catchers Club.

Summit’s high number of suspensions(52.9%) among intermediate and middle school students, indicate that ICESC’s Dream Catchers Club offers an opportunity to address social and emotional behavior needs of youngsters. There is a strong and active parent group, and four members are identified to serve on the IN-QPSA team. Our Innovation “Dream Catchers” model is currently being implemented at two other schools where our attendance has remained high, especially trips to Historically Black Colleges and Universities. As reported by the state, the Tindley Summit 2018-2019 disciplinary data chart above shows that there were 609 disciplinary incidents. Former Attorney General Eric Holder and Former Secretary of Education Arne Duncan “*argued that suspensions deny minority students time in the classroom, causing them to learn less, drop out of school and end up in prison. They say ‘harsh’ disciplinary codes are feeding a ‘school-to-prison pipeline’, especially for*



students who are in foster care. (School to Prison). Suspended students assigned to our 21st CCLC program will continue to receive instruction through virtual teaching conducted by ICESC teachers. Students can use I-Ready computerized literacy/math lessons at home, as well as receive trade books for

reading. (<https://www.investors.com/news/eric-holder-says-school-suspensions-target-black-students/>). Of all the juveniles who go before a juvenile court, 85.5% are functioning on a low literacy level.

There is an urgent national call for children to be prepared for college and career by achieving grade-level reading by the end of third grade. Needs and gaps in services were identified for this proposal through an analysis of current data, input from students, principal, and research (*Spring 2020*).

#5 PARTNERSHIPS (5 POINTS, 3 PAGES MAXIMUM)

Community collaboration and the development of partnerships that promote vested stakeholders' interest is critical to effecting the necessary changes to provide successful academic opportunities to the youth of Indianapolis. Believing it takes a whole village to raise a child, ICESC began a dialogue and developed collaboration with the following national and local organizations. Our national groups provide webinars and access to nationally known experts in Urban Education. The following is a description of those partner relationships:

MAIN PARTNERS:

The following partners are included in the ICESC Literacy programming as their expertise is aligned with our educational philosophy on educating Students of Color:

- Augusta Mann's Intensified Accelerated Systems involvement in this ICESC 10 Cohort Grant includes staff development and literacy content modules. Mann is an established partner with ICESC since 2010 and is a nationally known educator. (contractual)
- H. Higgins and Associates is a local evaluator well versed in Indiana state 21st CCLC guidelines and critical content and goal outcome measurements. Higgins will ensure successful program data is collected and will write the evaluation component of this ICESC 21st CCLC grant. (contractual)
- Kelley Communication & Consulting (KCC): Expertise in professional development that fosters culturally proficient teaching that closes achievement/opportunity gaps. KCC is nationally known for consulting to HBCU's and urban school districts. (contractual)
- Indy Parks (Indianapolis Parks and Recreation Dept.-Food Bank) (in kind)
- Patachou Restaurants (in kind): donates food to Afterschool programs. (In-kind)



- Curriculum & Associates: **IREADY** (online instruction program for literacy and math)-a research-based approach to increasing Literacy Skills (contractual)
- ICESC Local and National Resources and Supporters: Resource partners that support the Dream Catchers program, field trips and cultural excursions 3 times a year, but who have no ICESC organizational input in designing programs.

NATIONAL PARTNERS:

- **CAAASA (California Association of African American Superintendents and Administrators):** professional development webinars (technology/cultural divide); ICESC has a seat on their **National Coalition for Equity; The National Council on Educating Black Children;** Founded by Congressman Augustus F. Hawkins. (D,CA). ICESC is a member,

ICESC Executive Director is a founding member of this organization 1990, served as its Executive Director for 12 years.

LOCAL SUPPORTERS and SPONSORS:

- **Supporters-**ICESC's Dream Catchers Program yearly field trips, cultural excursions, career professionals give presentation to our Dream Catchers students on career readiness. The local sponsorships are in-kind contributions and cash donations that pay transportation, 21st Century Banner, T-shirts and lodging. For example, the following community organizations contributed cash or \$18,600 toward the Dream Catchers' excursion to the Selma, Alabama 55th Year Jubilee Bridge Crossing of the Edwin Pettus Bridge.
- Healthy Eating: Chef Hollis Thomas. Seven food groups and how to fix yourself a healthy snack.
- Claude MacNeil ACT OUT: Anti-Bullying theatrical performance group.



- Glamente: The Darc Knite Musician: Magician/Illusionist demonstrating magic from cultural traditions.
- **Sponsors**-Alpha Kappa Alpha Sorority, Alpha Mu Omega Chapter (\$2,175), Delta Sigma Theta Sorority Indianapolis Alumnae Chapter, Inc.(\$1,000), Indianapolis Health and Hospital Corporation, (\$500), Coalition of 100 Black Women (\$2,600), United Methodist Church, (\$200), The Mason of C.R. Richardson, Lodge #69 (food, in kind), Word of Life Ministries, (\$150, food, in kind), Kentucky State Alumni (\$1,000) ,Viable Education Solutions, (\$175), A1C Diabetic Care (\$800), (\$10,000) innovative grant from 21st CCLC (IDOE).

VOLUNTEERS:

ICESC has conducted a formal recruitment of volunteers, called “Friends of Literacy”. Retired educators have volunteered in classrooms, been welcomed in support of the program as they are connected via their civic and professional groups. Due to the COVID-19, parents of students cannot attend field trips, but electronically they can attend Family Night, and visit their child’s classroom. With past fieldtrips parents have been welcomed, enjoyed chaperoning and participating in the educational activities. Post-COVID parents will be welcomed to participate again. ICESC has begun to develop a formalized volunteer program through our new 501c3 Foundation.

Partners were identified based on the needs of the proposed program goals, national and local research, and effective programs for assisting in the successful education of low-income youth.

#6 PROGRAM DESIGN (15 POINTS, 10 PAGES MAXIMUM)

1) Recruitment Criteria /Advertising:

The recipient of this grant is Tindley Summit Academy, the administration is expecting 350 students to enroll by August 3, 2020. The school has offered its families two options for enrollment of students. Each option is 100 percent: once selected their choice must be kept for a semester.

- A. Parents may opt for virtual-learning classes at home OR
- B. Parents may enroll for in-school classes

ICESC will serve both options and advertise our services at Tindley Summit through

1. A brochure announcing and describing our services, dates, time of the after school hours and virtual learning opportunities. The advertisement will be posted in the local newspaper, left at businesses in the community, churches, and multi-service centers.
2. ICESC will advertise through Social Media outlets, our website, and fliers given to parents during drop-off and pick-up.
3. Referrals from classroom teachers, and recommendations from public or non-public school administrators.

2) Student Recruitment Process:

Tindley Summit is located in a densely populated neighborhood where groups of students walk to school or students' parents drive and pick-up them up. The same process will be used with the ICESC Afterschool program: children walking or parent drop-off and pick-up. If a child or group of children need transportation, ICESC will contract with local transportation services.

Collaboration is a must with classroom teachers to implement the following priorities:

Recruitment Priority List 1:

- Returning students in grades 1-8 who have poor standardized test results, below “C” grades in Reading/Language Arts, and Math. Students that are 2 years behind in either subject and recommended by their teachers.

Recruitment Priority List 2:

- Primary children (1-3) profoundly confused on the structure of language, words, alphabet letter /sound recognition, and the ability to blend sounds into words (phonics, phonological awareness, and high-frequency words).

Recruitment Priority List 3:

- Students on the “bubble” of passing standardized tests and needing academic vocabulary strengthening, comprehension, literature, and comprehension informational texts in order to improve their test scores.

Recruitment Priority List 4:

- Students that have academic ability, but who have lost interest in school, and negative behavior activity is an emerging issue. Recommendation is that these students join the Dream Catchers Club. The Dream Catchers Club recruits’ students in grades 4– 8 with Literacy being delivered through i-Ready Computerized online instruction for 40 minutes daily. Students are then engaged with learning the 5 stages of writing, using social justice issues including “Black Lives Matter,” the historical contributions of Black and Latino communities to the world, cultural fieldtrips, and college to career readiness topics and discussion with professionals. Banks’ multicultural education is particularly applicable to the Dream Catchers Club context.

2) Community Data

The poverty rate across the state of Indiana is 14.6%, the city of Indianapolis has a significantly higher than average percentage of residents below the poverty line (20.1%). This circumstance does NOT apply to SUBURBAN area. **The Drop-out Rate** in Marion County high schools as reported by The Indy Star was 18.2%. This 18.2% does not mean the students dropped out, but it means they did not graduate in 4 years. The state also saw its non-waiver graduation rate – the number of students who complete all their diploma requirements, without receiving a waiver dipped. The number of graduates who received a waiver jumped 50% from 2018, up to 9,000 students. The undercurrent for this data is the cumbersome use of home schooling. (*Chalkbeat Nov. 2019*). Schools were using “transfer” to “home-schooling” as an option for students, in place of an expulsion or suspension. Over a period of time, this practice affects the accuracy of the drop-out rate. **The illiteracy rates in Indianapolis** are from 31 to 38 % of residents designated as poor or near poor with demonstrated skills in Level 1 on each **literacy** scale. Another 27 to 32 % score on Level 2. (Lynn B. Jenkins, /Irwin Kirsch).

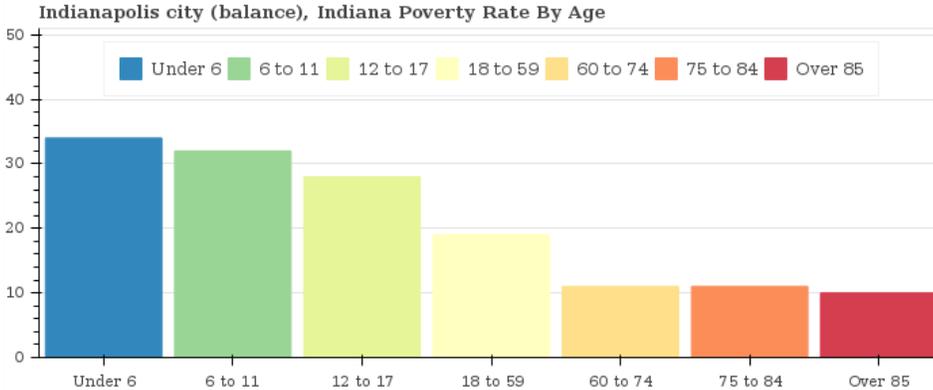
Indianapolis compares to the United States in this way: according to the US Department of Education and the National Institute of Literacy, 32 million adults cannot read in the United States (14% of the population); 21% of US adults read below the 5th grade level; 19% of high school graduates cannot read; 85% of juveniles who interact with the juvenile court system are considered functionally illiterate, 70% of inmates in America’s prisons can not read above the fourth grade level.

<https://brandongaille.com/us-literacy-rate-and-illiteracy-statistics/> Mark Russell from the Indianapolis Urban League, states there is a direct correlation between graduation rates and illiteracy rates.

Indianapolis Public Schools had a graduation rate of 72.1 percent in 2015. What happens to that 27.9 percent? Those students who dropped out are the same adults unable to read proficiently today.

Poverty Rates by Age

As the chart indicates, poverty for younger ages in the city of Indianapolis are seen as the most



undesirable for the future of the community: Youth enrolled in elementary school (Grades 1-4) in the city of Indianapolis (balance),

Indiana have a Poverty Rate of **32.0%** (<https://www.welfareinfo.org/poverty-rate/indiana/indianapolis-city-balance>).

3) Parental Involvement TOTE Reading /Family Literacy

T.O.T.E. (Turn Off the Electronics) Family Literacy Program. Parents attend a Zoom meeting by phone, or in person, and sign a Parent compact to turn off the electronics for 40 minutes over the weekend for family reading hour. Five books are given yearly to the children; literacy skill packets are sent home on the weekends for parents to assist their children. Students can use their school issued computer or IPAD, to engage IREADY online computerized reading/math instruction. Parents are encouraged to attend our Family Literacy Night 4 times a year. For in school settings, our site coordinators will use this book, *Plan A Successful Literacy Night for Families* to help prepare a literacy theme and activities for parents and children. Staff classroom teachers are invited to participate.

4) Meals and Snacks

Indy Parks Department will deliver meals, after school 5 days a week, to Tindley Summit Academy. Indy Parks will be reimbursed for the food by a State agency. ICESC will not have

financial obligations for the meals being provided to students and will report the number of served meals or snacks to the Indy Parks Department monthly. ICESC site coordinator will take training from Indy Parks regarding submittal of paperwork.

5) Weekly Schedules

Due to COVID-19 program delivery will serve students virtually and in-school

After a full day of classroom lessons, tired students need “touching the spirit” teaching strategies that awaken their inherent desire to learn-- active involvement in learning activities.

The ICESC weekly schedule follows:

4:00-4:20 Monday-Thursday

Grades 1-8 (80 students, 6 teachers, 2 Aides) (Schedule can be adapted for Virtual delivery)

Students transition in from their full day classrooms snack, bathroom, homework help while snacking

4:20-4:45: Grade Level Cluster Lessons—Whole Group 1-2-3, 4 -5, 6 ,7- in Separate Classrooms

- **Daily Affirmation “I Stand Tall” or another esteem building or historical quote**
- **Review of Weekly Academic Goals**
- **Quick daily holistic highly recurring phonic elements chart recitations using the *Touching the Spirit Teaching Strategies***
- **A Phonics–Based Teaching of Fry’s 1,000 sight words-specific weekly mastery lists for all underperforming students**
- **“Phonic Pattern Word Lists”—specific weekly mastery lists with students as teachers using the class flash cards to help each other meet their mastery goals**
- **Quarterly academic vocabulary and virtual reality modules using the “Dancing Definitions” and “Essential Summaries” teaching strategies.**

4:45—5:50

Small Group Need-Based Differentiated Intensified Instruction

Different Days are Designated for Specific Foci Depending on Grade Level, Student Needs, and Mastery Goals

- **IREADY Online Lessons and Assessments**
- **Writing Stations: “Reasons, Causes, Results”; “Model, Model, Model”**
- **Teaching Strategies**
- **Reading Comprehension “Reciprocal Teaching”**
- **Academic Vocabulary --the Three Quarterly Modules: The Ocean, The Universe, Social Justice**
- **IA Phonics –Based Fry’s 1,000 Basic Sight Word Weekly Mastery Lessons and Practice**
- **College and Career Curriculum Grades 1-6 (Dream Catchers Scope of Work)**
- **Virtual Reality Experiences That Support the Quarterly Academic Vocabulary Modules**

5:50pm - 6:00pm: Review of the Day’s Lessons and Activities Prepare for Parent Pick-up

Friday

1:30pm -5:30pm

Due to the longer day, Friday activities are a departure from the regular Monday-Thursday schedule. Field trips are scheduled for Fridays.

If no field trips are scheduled, then the week’s academic activities are integrated into the Friday schedule from 1:00-3:00. *For students in grades 4-7, the Friday schedule includes the “Dream Catchers Club” activities and the literacy skills’ lessons and activities related to the College and Career Curriculum. This includes ancient and contemporary history lessons that teach students essential background knowledge related to their own ethnic history and upcoming local and out-of-town field trips. For all students, Friday afternoons are opportunities for involvement in extra-curricular activities such as indoor and outdoor sports, games, film showings, and outside vendors e.g. a chef who prepares healthy meals with students, a local magician, and a local storyteller.

As well, on Fridays, Dream Catchers Grades (4, 5, 6, 7) Students participate in career fairs and symposiums with guest speakers. They visit 2 HBCUs and attend historical, cultural events such as the reenactment of the 1965 March from Selma to Montgomery. They learn about the historical struggle of human rights, civil rights, diversity, and inequity. They learn to appreciate different cultures and celebrate the successes of historical figures and cultural contributions to the world. Students learn about The Right to Vote @ 16 USA, civics, and how laws are formed by State and Federal Legislatures.

6) ALIGNMENT: The ICESC curriculum aligns to the Indiana State Academic Standards and the After-School Literacy Standards in the following summarized ways:

Indiana State Academic Standards for Literacy Programs	Indiana After school Literacy standards	ICESC Literacy Activities that Support State Standards
<p>Reading Literature Grades 1-5: RL.1 Read and comprehend a variety of literature within a range of complexity appropriate for grades K-5. By the end of grade 3, students interact with texts proficiently and independently.</p>	<p>4c. Staff engage with children/youth to determine varied text sources of interest.</p>	<p>Strategies: IREADY Lessons “Reciprocal Teaching”; “Dancing Definitions</p>
<p>Reading: Nonfiction Grades 1-5: RN. 1 Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades K-5</p>	<p>7b. Staff effectively model varied strategies that readers can use to demonstrate understanding of informational and fictional texts.</p>	<p>Strategies: IREADY Online Lessons “Reciprocal Teaching”; “Dancing Definitions”; “Essential Summaries</p>

Indiana State Academic Standards for Literacy Programs (cont.)	Indiana Afterschool Literacy standards	ICESC Literacy Activities that Support State Standards
Reading: Vocabulary Grades 1-5: RV.1 Build and use accurately conversational, general academic, and content-specific words and phrases	5b. Staff introduce and define unfamiliar words	Strategies: I-Ready Online Lessons Synonym triplets Dancing definitions
Writing Grades K5: W.1 Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.	Standard 6: Staff provide and encourage children/youth to write through a variety of strategies.	Strategies: “Reasons, Causes, Results”
Speaking and Listening Grades K-5: SL.1 Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes. Discussion and Collaboration SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in group)	5a. Staff prepare in advance for read a-louds, with beginning readers. Staff practice fluency and voice intonations. Staff may mark places in the text to demonstrate “think out loud”.	Strategies: Read-Alouds, Public Speaking “Contests”
Grade 6: 6RL.2.1 Analyze what a text says as well as draw inferences from the text	7a. Staff “set the stage” by previewing the text and asking students to	Strategies: Vocabulary Tri-Folds Reciprocal Teaching
	analyze and make predictions.	
Grade 7: 7.RL.4.1 Compare and contrast a written story, play, or poem with its audio, filmed, staged, or multimedia versions, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in film)	1b. Visual displays encourage reading and writing and comparing.	Strategies “Thinking Maps” “Circle” “Double Bubble” “Flow Map”

7) Staff Recruitment and Retention

The Indiana Council on Educating Students of Color (ICESC) advertises for new their recruits through the online website of *Indeed.com*. As applicant apply for our positions, we thoroughly examine each application and resume, to see which future employee meets our academic qualifications, and prior experiences in teaching. Once chosen the interview team conducts an online interview via *Zoom.com*.

The team recommends the applicant(s) to the Executive Director. The Personnel Coordinator will



propose an offering letter; which will intel the name of the applicant(s), position applied for and the salary range. If accepted the applicant(s) will submit to a background check from the Indiana State Police Department, and a TB screening. If no negative reports, a contract, is offered. The newly hired staff will receive staff development from the Elementary & Secondary Curriculum Coordinators. The staff development includes; Augusta Mann’s *Touching the Spirit*, with 100 culturally relevant teaching strategies, and Dr. Venita Kelley, expertise in professional development that fosters culturally proficient teaching, and closing the opportunity gaps. Additional training by Curriculum Associates, IREADY computerized reading/math system, Dream Catchers, and our Family “T.O.T.E Literacy Program, prepares our new staff for a successful teaching start.

Staffing Chart

Staff Positions	Hourly Rate	Salary Rate	Services
Teachers: 6	\$22-\$30/hour		Direct to Students
Instructional Assistant: 3	\$17-\$20/hour		Direct to Students
Admin Assistant: 1		\$22,000 + \$8,000 Healthcare	Indirect Service to Students
Site Coordinator: 1		\$12,000-\$14,000	Direct Service to Students
Data Input		\$2,500	Indirect Services
Curriculum Coordinators 2		\$5,000(ea)	Direct Services
Parent Literacy Coordinator	\$17.00		Direct Services
<i>WAGES DEPEND UPON EXPERIENCE</i>			

#7. EVIDENCE OF PREVIOUS SUCCESS. (5 pages maximum)

In March of 2020, the ICESC program was awarded an additional grant from IDOE/21st CCLC to expand programming to an additional site and the requirements of the award is that you include the program site as part of the Cohort 10 application. It is evident with what is mentioned below and the expansion grant received in March that the State holds the ICESC program in high regard.

Student Recruitment/Retention: Below are the combined attendance records for the past two years for the ICESC Cohort 8 and Cohort 9 grant programs, which provided funding for afterschool programming at three elementary school sites. From the table below, one can see the results of our successful student recruitment efforts: a doubling (100% increase) in the number of regular attending participants from 2018-2019 to the most recent school year of 2019-2020.

ICESC COHORT 8 & 9 COMBINED RECRUITMENT/RETENTION RESULTS:		
	<u>Year 1 (2018-2019)</u>	<u>Year 2 (2019-2020)</u>
<u>Number of Regular Attending Participants</u>	47	94
<u>Increase Over Previous Year</u>	N/A	+100%

Academic Outcomes: In terms of academic outcomes for student participants, various short-term performance measures tracked over the course of Cohort 8 and Cohort 9 have changed from year-to year and the impacts of the Covid-19 pandemic have hampered efforts to obtain spring grade reports for the 2019-2020 school year. However, we do have IREADY reading data for Global Prep, Matchbook and Tindley and those results are provided below. The results indicate significant success in achieving improved student academic progress in reading: **from 74% to 91% of regular attending students demonstrated improved I-Ready reading scores.**

GLOBAL PREP:		Target:	Actual:
IREADY Growth – Reading (2019-20 Results)	% of 1-3rd grade regular participants will earn proficient or improve I-Ready testing scores for reading from fall to spring	20%	75%

MATCHBOOK: IREADY Growth – Reading (2019-2020 Results)	% of 1-3rd grade regular participants will earn proficient or improve I-Ready testing scores for reading from fall to spring	Target:	Actual:
		20%	91%
TINDLEY: IREADY Growth – Reading (2019-20 Results)	% of 1-3rd grade regular participants will earn proficient or improve I-Ready testing scores for reading from fall to spring	Target:	Actual:
		20%	74%

Local Evaluation Summary: The 2018-2019 local evaluation report for the Global Prep Academy site included the following observations regarding the strengths of the program:

1. *The program is a safe, well-organized place for students to be after school with a mix of academic activities targeting skills in math and reading and incorporating interesting content in thematic units as well as high expectations for student behavior and learning.*
2. *The program is staffed with licensed educators (mostly retired teachers). They are not simply supervisors, but experienced teachers with strategies for classroom management and instruction. The staff is closely knit. The site coordinator is also a licensed educator.*
3. *Parents are welcome in the program and kept aware of opportunities to be engaged in field trips, parent university trainings, after-school exhibitions of learning, and guest presentations. Evidence of this is abundant in invitations, newsletters, fliers, and direct observation.*
4. *The program is tied to academic goals for students that are ambitious (thematic units, projects, opportunities for students to speak/present/sing/rhyme/perform).*
5. *The program uses cross-cultural strategies/curriculum that build upon strengths of students' backgrounds and diversity. Their cultural backgrounds are honored and celebrated.*
6. *The program uses several ways to assess student outcomes (unit pre/post vocabulary tests, daily work, standardized measures, teacher surveys).*

Professional Development: In terms of Professional Development, the local evaluation report documented the following:

1. *Staff receive training appropriate to their position and responsibilities regarding working with families and relating to children in ways that promote positive development.*
2. *Program directors and administrators receive training in program management and staff supervision.*
3. *Staff receive training in arranging program space and designing activities to support program goals.*
4. *Staff receive training in the promotion of safety, health, and nutrition to children.*

21st CCLC Monitoring Visit: In January of 2018, the IDOE’s Christen Peterson conducted a 21st Century Community Learning Centers Site Visit Quality/Compliance Monitoring Audit of the ICESC program at Global Prep Academy. The IDOE audit included an assessment of program quality and program compliance indicators. **Overall, 25 individual indicators were assessed with ICESC receiving a “Meets Requirement” (the highest rating possible for an indicator) on 22 or 88% of the indicators.** A summary of the IDOE Compliance Audit findings is as follows:

Audit Category	Number of Quality Indicators	Audit Results: Performance Rating			
		Meets Requirement	Progressing Towards	Does Not Meet	Does Not Apply
Part 1: PROGRAM QUALITY MONITORING					
Positive Relationships	1	1	0	0	0
<i>Site Visit Notes: “Students and Staff were observed to have positive relationships. Staff greeted students at dinner and students seemed genuinely excited to see their after-school teachers.”</i>					
Learning-Focused Interactions	1	1	0	0	0
<i>Site Visit Notes: “Observed students in classrooms from 1st-5th grade. Each teacher was actively engaging students in black history lessons. One teacher had a classroom full of students with varying abilities. She changed her approach when appropriate when speaking to each child.”</i>					

Positive Behavior Management	1	0	1	0	0
Indoor Space	1	1	0	0	0
Accelerating Student Learning	1	1	0	0	0
PART 1 RESULTS:	5	4	1	0	0
PART 2: COMPLIANCE MONITORING					
Safety, Health & Nutrition	11	11	0	0	0
Staff Management	6	6	0	0	0
<i>Site Visit Notes: "Staff consists of retired teachers, paraprofessionals and licensed teachers. They use an evaluation system provided by their local evaluator for staff."</i>					
Program Implementation	4	4	0	0	0
Program Evaluation	1	1	0	0	0
Advisory Board, Partnerships and Collaboration	1	1	0	0	0
Organizational Commitment and Capacity	1	0	1	0	0
Safety	6	5	1	0	0
<i>Site Visit Notes: Grantee is improving the physical storage of student files to ensure student confidentiality.</i>					
Health & Nutrition	1	1	0	0	0
PART 2 RESULTS:	20	18	2	0	0

Summary of Overall/Combined Results:

Audit Category	Number of Indicators	Audit Results: Performance Rating			
		Meets Requirement	Progressing Towards	Does Not Meet	Does Not Apply
OVERALL RESULTS: PART 1 & PART 2 COMBINED					
OVERALL RESULTS:	25	22	3	0	0

There were no “corrective actions” given to ICESC as part of the January 2018 audit and the ICESC has never received any “corrective action” items. In terms of the overall general comments/summary of the site visit, the IDOE stated the following in the “Monitoring Highlights” section of the official audit report:

“During the monitoring visit, students repeatedly expressed excitement about the program and upcoming activities. They also expressed that the program was helpful and enjoyable and that attendance was beneficial for them. Most students said that they wished the program was longer and they respected their teachers and staff. All students were engaged in academic enrichment activities and were interacting positively with other students and staff. Staff was encouraging of students and supportive. Staff expressed the ability to communicate concerns and recommendations to program leadership.”

#8. PROGRAM IMPLEMENTATION (5 pages Maximum)**EVIDENCE BASE: SYNOPSIS OF PROGRAM IMPLEMENTATION**

“Poor and minority parents are much more likely (than middle class families with opportunities for their children) to want an academic focus in their children’s afterschool activities.” (A Public Agenda Study) ICESC “Breaking The Chains of Illiteracy by Touching the Spirit” afterschool activities are developed and based on national research and best practices. The focus of ICESC’s work is on these three goals:

I. INCREASE STUDENT ACADEMIC ACHIEVEMENT

ICESC has a successful program to improve minority and low-income children’s academic success and ability to read in the appropriate content areas.

1) In reference to previous sections of this grant application ICESC’s collaborative curriculum combines Mann & Banks: What do successful teachers of African American students do, and other ethnicities, whom schools are failing to educate to high standards? Dr. James A. Banks answers this question with his multicultural education equity movement. Students are exposed to and study content and concepts from specialized interdisciplinary fields like ethnic studies, women studies, history, the social and behavioral sciences. ICESC developed a historical timeline that expands through east and west African kingdoms, including the ancient Egypt 3100 B.C. -1591 B.C., and the middle ages of west African kingdoms of Mali, Songhai, and Ghana -1400-1600 A.D. Their contributions to the world of culture, music, burial and death, art, writing, mathematics, and science are still studied today. (Asante, 1986; Delpit, 1995; Dixon, 1976; Hale, 1986; Hilliard, 1997; Ladson-Billings, 1995; Nobles, 1990, 1991; Richards, 1993). This timeline expands through the slave trade throughout the diaspora (1500-1865) into current day historic events. Students not only learn contribution history but to appreciate the cultural similarities between west Africa, the Aztec’s, Incas, and Mayan’s civilization. Banks’ approach, combined with Mann’s culturally based 100+ literacy strategies, and the focus on

vocabulary and background knowledge accelerates the student's reading capacity in the content areas. The relationship between vocabulary knowledge and background achievement is well proven with additional research supporting building academic background knowledge through direct vocabulary instruction. Marzano's work demonstrated that to learn a word requires from 6 to 10 exposures to the word. **(Marzano, R.; Jenkins, Stein, Wysocki, 1984)**

2) Curriculum Associates, IREADY Diagnostic Assessment and on-line computerized reading /math instructional program is used 3-4 times a week. After assessment testing students are grouped for instruction 35-40 minutes. This research-based program is aligned with Indiana state academic standards.

3) Microsoft's VIVE Virtual Reality Experiences: VIVE Virtual Reality Modules gives children a virtual encounter with The Universe, The Ocean, The Pyramids, and Early Civilizations. Academic vocabulary and word meanings are taught in the context of each module. Students write descriptive essays reflecting on their experiences **(Byrne, C, C. Holland, D. Moffit, S. Hodas, 1994.)**

II. IMPROVE STUDENT BEHAVIOR: (A Collaborative Effort) Dream Catchers Club

The Dream Catchers Club recruitment is for students in grades 4 – 7 and is composed on **6 power points**: 1) Career Awareness and Exploration, 2) Educational and Historical Tours, 3) Community Engagement, 4) Parent Involvement; parents are invited to attend sessions, 5) ICESC'S T.O.T.E. (turn off the electronics) and 6) Civics. Students participate in career fairs and symposiums with guest speakers. They learn about the historical struggle of human rights, civil rights, diversity, and equity. They learn to appreciate different cultures and celebrate the successes of historical figures. Students learn about The Right to Vote @ 16 USA, civics, and how laws are formed by legislatures. Each Friday at the school, while the Summit staff is in professional development from 1:30 PM to 5:30 PM. Our students in grades 4-7 will engage in the Dream Catchers program. Banks' contribution

curriculum adds new knowledge that is not readily available in textbooks, it helps to build self esteem, and identity, forms a common bond with classmates, and contributes to communication thereby developing social /emotional resiliency in children. (Akbar, Franklin, Hale, Hare, Hilliard, Noguera, Reyes Sue & Sue)

ACT OUT is a social issue theatre that engages, educates, and entertains, making difficult issues interesting and comprehensible. It uses interactive theatre to create conversations that illuminate root problems and intensify solutions, presenting and then incorporating student’s voices on such issues as bullying, violence, or drug usage. Discussions are held after each performance.

III. EXPAND FAMILY INVOLVEMENT

ICESC’s T.O.T.E Parent Program involves parents’ supporting their children’s learning goals. Parents are asked to turn off the electronics (T.O.T.E) for 4 hours over a weekend and engage in power literacy skill packs, reading and math word problems, take their child to the library, or play an educational word game. Student’s return their weekend power packs and receive recognition on Fridays. (Further information is available in section 6 of the proposal).

Performance Measures

(Note: RAP = Regularly Attending Participants)

<i>Grades 1-3</i>				
Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
<i>1)Improve Academic Achievement</i>	<i>1)Increase Reading Comprehension Achievement Among RAP’s 2) Academic habits</i>	<i>1) Daily affirmations, phonics, Mann’s 100 Cultural Strategies</i>	<i>1) 50% RAP ‘s will earn a C for reading 2) 50% will earn a C for Math 3) 50% RAP’s will improve class participation</i>	<i>1)Use IREADY pre, mid-year and end of year reading diagnostic test. 2) State ILEARN testing 3) Teacher survey</i>
<i>Grades 1-3</i>				
Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies

<i>II) Improve Student Behavior</i>	<i>1)Healthy Choices 2)Improve classroom participation</i>	<i>1)Chef Hollis Thomas 2)Culturally Relevant Teaching Strategies 3) Dream Catchers</i>	<i>1) 90% RAP 's will be able to make 3 healthy choices 2) 50% of RAP's will increase their classroom participation 3) improve behavior</i>	<i>1) Student surveys 2) Teacher surveys 3) parent surveys</i>
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Grades 1-3

Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
<i>III) Expand Family Engagement</i>	<i>Engage families in ICESC's 4 Family Nights to solidify the relationship between the program and parents</i>	<i>1) T.O.T.E. Program 2) Family Literacy Nights</i>	<i>1) 40% of invited parents will attend 2 of the Family Night.</i>	<i>1)Parent surveys</i>

Performance Measures

Grades 4-5

Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
<i>1)Improve Academic Achievement</i>	<i>1)Increase Reading Comprehension in social studies, Math story problems Among RAP's 2) Academic habits</i>	<i>1) Daily affirmations, phonics, 1) Daily affirmations, phonics, Mann's 100 Cultural Strategies 2) teaching reading using social studies content</i>	<i>1) 50_% RAP's will earn a grade of C in IREADY reading section. 50% RAP's will earn a grade of C on their math assessment. 2)grade of C on their math assessment.</i>	<i>1)Use IREADY pre, mid-year and end of year reading diagnostic test. 2) State ILEARN testing 3) Teacher survey</i>

Grades 4-5

Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
<i>II) Improve Student Behavior</i>	<i>1)Healthy Choices 2) College & Career Readiness 3) ACT OUT 4) Dream Catchers Club</i>	<i>1)Chef Hollis Thomas 2)Culturally Relevant Teaching Strategies. Dream Catchers Club, ACT OUT (films, history, civics, extra-curricular sports to field trips)</i>	<i>1)90% RAP 's will be able to make 3 healthy choices 2)75% RAP's will be able to identify a career choice & map a plan to achieve their goal 3)50% RAP's will show improvement in class participation</i>	<i>1)Use IREADY pre, mid-year and end of year reading diagnostic test 2) Student survey 3) Teacher survey</i>

Grades 4-5

Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
<i>III) Expand Parent Engagement</i>	<i>1) educational Involvement at home 2) educational Involvement at school</i>	<i>1) T.O.T.E. Program 2) Family Literacy Nights</i>	<i>1) 50% of parents will report completion of activity with their child 2) 50% of parents will report learned something about supporting their child's goal</i>	<i>1) Use IREADY pre, mid-year and end of year reading diagnostic test.</i>

Performance Measures

<i>Grades 6-8</i>				
Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
<i>1) Improve Academic Achievement</i>	<i>1) Increase Reading Comprehension in Social Studies, and Math story problems Among RAP's</i>	<i>1) Daily affirmations, phonics, Mann's 100 Cultural Strategies Dream Catchers Club (films, history, civics, writing assignments vocabulary words, module words, virtual Reality)</i>	<i>1) 50% RAP's will earn a grade of C in IREADY reading section. 2) 50% RAP's will earn a grade of C on their iReady math assessment.</i>	<i>1) Use IREADY pre, mid-year and end of year reading diagnostic test. 2) State ILEARN testing 3) Vocabulary test</i>
<i>Grades 6-8</i>				
Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
<i>1) Improve Student Behavior</i>	<i>1) Healthy Choices 2) College & Career Readiness</i>	<i>1) Chef Hollis Thomas 2) Dream Catchers Club 3) ACT OUT</i>	<i>1) 90% RAP's will be able to make 3 healthy choices 2) 75% RAP's identify a career choice & map goal 3) 50% RAP's improve in class participation</i>	<i>1) Student survey 2) Teacher survey 3) Parent Survey</i>
<i>Grades 6-8</i>				
Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
<i>1) Expand Parent Engagement</i>	<i>1) Involvement at home 2) Involvement at school</i>	<i>1) T.O.T.E. Program 2) Family Literacy Nights 3) Dream Catcher parent participation at events</i>	<i>1) 50% of parents will report completion of activity with their child 2) 50% of parents will report supporting their child's goal</i>	<i>1) Use Parent Surveys, Feedback, 2) Student surveys</i>

#9. Program Communications (2 pages maximum):

ICESC Core Value: *“All Stakeholders in a community must be involved in improving teaching and learning.”*

“**The Blueprint for Action**” is a national community-based stakeholder model, that advocates for improving the education of low-achieving marginalized children. Community Stakeholders (teachers, administrators, parents, students, businesses, etc.) have responsibilities and action items listed for their involvement to improve academic outcomes. ICESC embraces the “**Blueprint for Action**” as a model, to communicate with community stakeholders involved in the school communities we serve; “Building the Public Will” is demonstrated by advocating, communicating and posting the needs of students in disadvantaged communities to our partners.

Communication Plan with Tindley Summit School Administration and Teachers ICESC and Tindley Summit signed a MOU: which provides an agreement for effectively communicating on a monthly basis, to assess student and program needs, operations, and adjust, if necessary.

Tindley Summit 21st CCLC site coordinators, classroom teachers, curriculum directors, representative from IN-QPSA committee, parent representative, the executive director and school administration will meet to discuss input on curriculum, student behavior, daily operation implementation, etc. Jointly, we will prepare promotional and enrollment materials, for recruitment, selection of students made by building leadership from a list of students reading below grade level in reading and math.

- Enrollment records will be retained by both entities.
- At least bi-monthly progress reports initiated by ICESC teachers, will be discussed with classroom teachers to ensure there is collaboration and linkage with the teaching staff.
- Parents/guardians will receive monthly progress reports, for virtual students bi-weekly Zoom meetings will be held with our enrolled families.

- ICESC Program Director, Curriculum Coordinators and School Administrators will establish dates for the collection and dissemination of data to ensure required, attendance reports and grades are collected.
- The Site Coordinator will work with the school assigned data person to gather correct data reports for disseminations to the Stakeholders. ICESC will provide linkage between the school day staff and the 21st CCLC after-school program staff including teaching strategies, access to student academic records, monitoring objectives, and statewide evaluation data.

Communication Through Dissemination of Materials and Advertisement

In addition to using brochures to recruit. Communications will be bilingual, as needed and translators, including signing will be available for use; this will be a total inclusion program under the umbrella of the 21st CCLC logos. Communications will address: (1) Presentations to school faculty for identification of program candidates, reporting of student progress reports; (2) Brochures distributes at open houses and parent conferences; (3) Program Progress Reports circulated to families and stakeholders by tri-monthly program newsletters, distributed in community (4) Communication at Parent Days and site monthly team meetings; (5) All program written notices, enrollment forms, etc. are bi-lingual; (6) A small amount of funding is set as for communication/advertising with the community.



10. Professional Development (10pts. 5 pages maximum)

Program Name	Indiana Council on Educating Students of Color
Program Director	Diana Daniels
Dates of Implementation	June 1, 2021—June 30, 2022

If relevant to your program, include training provided by other funding (Title funds, grant-funded, etc.) as well as any school-day training that is applicable in the afterschool program. **Do not include IDOE 21st CCLC required trainings.**

ICESC’S staff development plan supports delivery of Mann/Banks philosophy, program implementation, training staff as peer collaborators in order to build a stronger staff and teaching; making the mission and vision clearer to those being hired under the ICESC approach to accelerated learning in order to meet the program goals 1) to improve academics, 2) support emotional and social behavior in students, and 3) support parent involvement.

Training Name	Provider	Training Objective	Impact on Program Quality	Staff Participation (Staff Titles & Number of Participants)	Hours of Training	Total Cost	What funds were used to pay for training ?	Date of Training	<u>CYC Competency Alignment</u> (if applicable)
<i>Leadership Development</i>	<i>ULead</i>	<i>Improve team dynamics Improve team communication skills</i>	<i>Improved efficiency of program operations</i>	<i>Program Director -1 Site Coordinator – 2 Front Line Staff – 7</i>	<i>4</i>	<i>\$1,500</i>	<i>50% from 21st CCLC</i>	<i>January 2020</i>	<i>Professionalism</i>



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							50% from Title II		
<i>INQPSA (improvement of program quality to help reach program goals and objectives)</i>	In-House by Jann McMillian and Dorothy Dillon	5D- Staff set appropriate limits for children 8D- Family involvement and input 28A- Staff and students knowing ER procedures 28D- Student safety and unauthorized pick up 31C- Review of ER procedures and program policy 27C- Working with key stakeholders to reach desired goals 27B- Program sets mission orientated goals 8B- Staff offer orientation for new families	Adding IN-QPSA Standards 5D, 8D, 28A 28D, 31C 27C, 8B to our Procedural Handbook will improve program implementation quality, operations, knowledge, Safety and emergency procedures.	All staff certified and noncertified.	3 hours	None	N/A	August 25, 2021	Professionalism and Developmental practice



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<i>Social Emotional Development</i>	Community Celebrities and Influencers	To talk about resiliency, positive self-direction, overcoming challenges and trauma,	Improve efficacy of program, make the goals “real” to students and parents, touch lives.	Site Coordinator, Building and Afterschool staff	4 times a year	In kind	N/A	October 2021, December 2021, February 2022, and May 2022	Cultural & Human Diversity/ Relationship & Communication
<i>Local Evaluation Report</i>	Higgins and Associates Remotely monitor our in-house training and monitoring Cayen system.	A-Z collection of all data, student survey, teacher survey, grades, attendance Enhance data collection One person assigned to data collection	A more solid evaluation. Examine data to meet the 3 program goals and performance measures.	Office Staff, Site Coordinator, and Curriculum Directors.	10 days	\$4,000	100% 21 st Century in budget	Site Visit’s will be November 2021, March 2022. Monthly Virtual meetings	Professionalism



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<p><i>Virtual teacher training</i></p>	<p>Curriculum Associates</p>	<p>To train teachers from all 4 schools on I-ready virtual training module. Including apps, kahoot, quizlet, and gimkit</p>	<p>To allow ICESC to meet the needs of students and families that cannot attend school due to COVID-19. It will improve our offerings and knowledge, and make us more versatile in delivery of services.</p>	<p>All teachers in-school</p>	<p>6 hrs</p>	<p>4,500</p>	<p>100% 21st century in budget</p>	<p>August 27, 2021 November 1, 2021 February 2022</p>	<p>Professionalism</p>
<p><i>Staff Development on Mann's, & Banks' Philosophy and strategies</i></p>	<p>Dr. Venita Kelley and Ms. Augusta Mann (Intensive Accelerated systems) and Staff</p>	<p>Staff will learn about banks, multi-cultural approaches and how to integrate with "Touching the Spirit" strategies. Staff will learn 6 start-up strategies, practice, receive notebook of examples of how to develop lesson plans. Content for Dream Catchers 6 power objectives,</p>	<p>Charts and word cards made, Banks, examples of how to infuse literacy into social studies. Augusta's 100 strategies for student cultural center teaching.</p>	<p>All Staff</p>	<p>4 times a year. 6 hours a day for group instruction. 6 site visits /year</p>	<p>14,400</p>	<p>100% 21st Century budget</p>	<p>Group Training: August 18-19 2021 October 28-29 2021 Jan 6-7 April 7-8 And 6 Site Visits</p>	<p>Professionalism</p>



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		Parent T.O.T.E program explained Ensure quality control is in place before classes begins							
<i>Monitoring Visit</i>	Dr. Venita Kelley and Ms. Augusta Mann	Coaching, .5 hrs/ Closing the Opportunity Gap; cultural proficiency; monitoring & observation feedback to teaching staff	Improve the delivery of service to children.	Curriculum Coordinators	5 hrs. 100%	In kind	21 st Century Budget	December 2021	Professionalism
<i>Orientation to Icesc</i>	Executive Director and Curr. Dir.	Orientation for new hires, Operations, School Safety, CPR training	Understanding of ICESC, philosophy, and operation	Build a strong cohesive efficient program	4 hours of Virtual training all Staff,	In Kind	In Kind	August 3, 2021/ monthly	Professionalism

Professional Development Plan Cost:

Total Estimated Cost	\$22,800	% of Total Budget	11.4%
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11. Evaluation (10 pts., 5 pages Maximum)

Herb Higgins, President of Higgins and Associates (H&A), will lead the Local Evaluation effort for the ICESC Cohort 10 21st CLCC grant. His team includes Dr. Bruce Watson and Senior Project Manager Al Walus. H&A brings a unique multilevel approach to grant evaluation and provides value added guidance with recommendations for grantees related to successfully performing the multitude of tasks these grants require. Herb Higgins has been involved with 21st CCLC grants for the past 20 years, serving in the capacity as a grant manager/director for a large school district that provided high quality afterschool programming at 11 sites. He was directly responsible for day-to-day operations and successfully implemented and monitored multiple grants over the past 20 years. Presentations delivered by Higgins include guidance on the following topics: Connecting Community Organizations to OST Programs; Family Engagement; and the Use of You for Youth Website to manage and direct local professional development plans.

Dr. Bruce Watson, Associate Professor of Educational and Community Leadership at Indiana University South Bend, has 12 years of experience as an education professor and 31 years of experience in the public education arena, including 21 years as a school superintendent in Michigan. He has taught high school and served as principal and coach at several high schools in Michigan. As superintendent, he was instrumental in receiving state grants over five different years for innovative Partnership in Education programs. While serving as superintendent in Michigan, he served on many local, regional, state and national committees.

Al Walus has a Bachelor of Science degree in Mechanical Engineering and over 39 years of experience in performing data analysis for the purpose of making process and project



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improvement recommendations. For the past eleven years, Mr. Walus has utilized his expertise to advance the cause of quality afterschool programming. He served as the Indiana Afterschool Network (IAN) Northern Regional Coordinator in 2009; created the IAN mapping template in 2009; and has provided data analysis and afterschool program improvement presentations at national (2008), multistate (2015) and state (2016) conferences. Brenda Bolka will provide operational support to monitor and assist with data collection, consult with the ICESC program data specialist, and assess progress towards meeting overall program benchmarks. Brenda has ten years of experience of providing these types of services to a 21st CCLC grant recipient in Northwest Indiana.

A. Data Collection: Demographic information will be collected upon registration of each participant. This information, as well as program attendance and student activities, will be entered into the Cayen system on a weekly basis by site coordinators. School data such as grades, assessment scores and attendance will be entered into Cayen by the data specialist at the end of each semester, as information is available. Teacher, staff, parent, and participant surveys will be administered in March of each year for that school year. These surveys will be based on Indiana Afterschool Best Practices and will be designed in collaboration with the ICESC Director and the H&A team. The local evaluation process will implement a continuous improvement effort based on the “Plan-Do-Check-Act” philosophy. Section 8 of this grant proposal contains the “Plan” which will be implemented (“Do”) in the Fall of 2021. At the implementation of Cohort 10, the processes already in place for data collection and evaluation of the Tindley Summit school supplemental grant will be rolled into the data collection, monitoring and evaluation structure for Cohort 10. This strategy provides a unique opportunity to utilize the



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spring 2021 IN-QPSA results from the Tindley Summit supplement grant to strengthen the expanded services provided by Cohort 10 in the fall of 2021 (year 1 of Cohort 10). The fall Semester and initial data evaluation will initiate the “Check” process. Staff feedback through INQPSA, supplemented with preliminary student data/outcomes, will enable the local evaluation team to assess the initial efforts of the Cohort 10 and make recommendations (“Act”) for program improvements that would lead to greater results for students participating in the afterschool program. A “Plan-Do-Check-Act” report will be issued quarterly by H&A and discussed with ICESC staff via virtual meetings. This “Plan-Do-Check-Act” process will keep staff engaged with the local evaluation team in real-time to seek the common goal of shaping the afterschool program towards maximizing the impact of positive results on students and their families.

B. Annual Reporting: Data will be collected as detailed above and gathered into an annual report that will include charts and narrative to demonstrate evidence of program quality as perceived by parents, staff, teachers, participants, and independent evaluators. The H&A evaluation team will be an active member of the site level IN-QPSA efforts, monitor its documentation, and utilize the IN-QPSA results/feedback in each annual local evaluation report. The evaluation team will also track student participant program attendance trends over the course of the school year to compare actual academic and testing achievements with the Cohort 10 goals, objectives, and short-term performance measures. This information will be maintained for the entire grant period in order to provide a four-year aggregate final report to track long term progress. H&A will distribute the annual Local Evaluation report to ICESC staff prior to the beginning of the subsequent school year in accordance with the 21st CCLC timeline. The



report will include a checklist that will serve as a guide for ICESC and H&A to chart progress and stay on target with the grant requirements. The checklist will address the following areas: Financial (inventory reports, reimbursement requests, end-of-the-year reports and expenditures tracking); Programming (track efficacy of the professional development plan, month-to-month tracking of the regular attending students, and monthly updates on the short-term performance goals); Data Reporting (track efficacy of the training to assure that all required data is entered into the Cayen system and to flag problem areas of collection and entry); Stability Resources (track the processes and documentation on the action steps included in the program's stability plan); Evaluation (track the ongoing quality assurance by engaging directly with the programs INQPSA process).

C. Use of Results for Program Management. The results of mid-year and annual reports will be shared with program administrators, staff, school representatives, and other partners with the goal of celebrating successes and working to improve and expand programming to meet the growing needs of current and prospective students. Indiana's Afterschool Standards will provide a basis for evaluation tools for staff, parents, and teachers, e.g. decisions to increase math activities with early elementary students, based on their lower assessment scores and to increase career and college readiness activities after parent and student surveys pointed out a lack of connection between program activities and preparing for students' futures.

D. Data Management & Required Data from Schools: ICESC data specialist and program director will ensure comprehensive and timely data collection for all students.

1. **Grades & ILEARN scores:** Individual student grade data will be collected using a combination of the school's database and, when necessary, retrieving hard copies of report cards



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from schools. The ICESC data specialist will enter grades and test scores quarterly and submit the data to the state level web-based data collection (Cayen) system. 2. **IREADY Test Scores:**

By collecting and examining report card grades in English/Language Arts and math for individual high school students at the end of each semester, the program secretary will be able to determine if a credit was obtained for the specific subject.

3. **Teacher Survey:** In the Spring, teacher surveys will be administered by the Cayen system. A copy of the survey with individual students' names and an attached letter explaining the purpose and extreme importance of the completion of the surveys will be delivered to the teachers email by the combination of Cayen and ICESC. Follow up by each site coordinator is a key element to achieving the best outcome in teacher survey collection.

E. Required Performance Measures: The strategies for their measurement include the collection of local assessment data using the IREADY website, program attendance collection through the Cayen web based data system, Indiana Standards based report card grades, high school graduation number, school based data collection system and the Indiana Department of Education website <http://www.doe.in.gov/>. We will collect local assessments, program and school day attendance reports, English/Language Arts and Math grades, End of Course Assessments in Math, English/Language Arts, and Science for high school students, ILEARN scores, and demographic data. This data will be used for short term performance measures, program improvement, the local evaluation report, and the final summative report.



12. Safety and Transportation (5pts; 3pages)

In this era of the pandemic planning our safety measures for the after-school program requires a new “norming” language to be used. Our staff will be trained on the “New Safety” Guidelines. Safety Precautions are listed below. Summit parents on our After-School application designated 100% Virtual or 100% in-building instruction. Designations will remain in effect for first semester. ICESC will serve our Virtual Learners thru I-READY computerized diagnostic testing/ reading and math instructional program.

General Precautions -Norming Language

Information will be disseminated via parent virtual meetings, ICESC website, social media posts.
Temperatures checked at start of after-school program
Non-touch hand sanitizer stations throughout hallways and in every classroom
Masks or face shields worn by all scholars and staff
Shields on each desk (Ultra Board Barriers)
Social Distancing of 3-6 feet at all times
After School Scholars have their own materials and will not share
Meetings virtual with parents whenever possible
Scholars stay in their classrooms, staff will go to their assigned location.
Grab and Go Meals eaten in classrooms
Parent meetings by appointment only
All visitors must wear masks
School Admin and After School Site Coordinator will Review and Revise Safety Plan if needed
After School SC will track daily staff and scholar reasons for absences to aid with tracking
SC will - Report any potential Covid-19 cases to School Admin, DOE and Health Department

Student Gathering Guidelines

Restroom breaks will be scheduled
All scholars wash hands with warm soapy water for at least 30 seconds or to the amount of time it takes to sing “Happy Birthday”.
Spots will be marked on the floor showing where to stand to stay socially distanced while waiting.
6 ft. Social distancing within hallways and classrooms, masks worn at all times
Safety drills will be staggered to work with half of the after School Literacy team at a time.



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When a scholar demonstrates an elevated temperature and/or other symptoms

Scholars will sit in a chair in the entry area outside of the front office. Parents will be called by the office or nurse. Parents will enter the outer office to pick up scholar and show ID to the Site Coordinator through the glass. The Coordinator will sign them out. Non- Potential COVID ill scholars will be seated in the office. As scholars are picked-up, the custodial staff will completely disinfect the sitting area.

Building Entry Guidelines

Visitors by appointment only – 24 hour notice or immediately if called by school

All visitors must wear a mask and have temperature check at the door.

No birthday parties

No food deliveries inside building, staff to meet delivery outside of the building

Non-touch hand sanitizer station at entry door

After School doors open at 4:00, masks on EVERYONE, temperatures will be taken.

Scholars must have on a mask.

Meals will be delivered to classrooms, Grab and Go

Protocols in place for returning to school after a fever or having COVID – must be temperature free without medication for 72 hours – follow the CDC guidelines

Follow CDC guidelines for anyone having possible contact with a COVID positive person

Evening and After School Dismissal

Grades 1nd-6th will remain in their classrooms and will be called to the cafeteria to exit when their parent arrives.

Each parent/Daycare will have a TSA Number which will be displayed on their dashboard. As the vehicle approaches, the number will be written down by an After School Staff Member and announced on the intercom for the scholar to be dismissed and sent to the pick-up area on the recess lot.

Scholars will load only under the direction of staff and police officers

Cars will move forward only under the direction of the on-duty staff or police officers Filled cars will pull out to the left and slowly pass the cars waiting. As cars move out of the line, waiting cars will move up.

First 2 weeks of school, scholars will wear a wristband with their pick-up number written on the band.

Late pick-up scholars will be moved to the gym for pick-up and will be charged \$1 for every minute after 5:45 pm.



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Classroom set-up

Social distancing of 3-6 feet with markings on the floor for desks and for lining up Ultra-Board barriers on each desk
Masks or facial shields worn at all times
Desks face the same direction
20-23 is the maximum number of scholars for most classrooms
Students remain seated at all times
Students use their own supplies and do not share common supplies
Sneeze plexiglass on teacher desk and kidney table Hand sanitizer in each room
Rooms with sinks will wash their hands in their room
No use of the water fountains – all scholars bring a water bottle
Assigned seating
Teacher may switch classes, not the scholars in grades 1-6.

Parents must notify staff of an emergency and the need for early dismissal of their child.

Contact information, and parent emergency contact information is included on the registration forms and copies maintained in the school office.

Transportation

Transportation Procedures are described in the section **Evening and After School Dismissal**.

The school is 80% walk-in from the surrounding neighborhood and 20% are car riders. Tindley

Summit does not offer transportation services, families supply their own. If a family request transportation, ICESC will provide transportation.



14. Program Stability (2.5 Points; 2 pages)

Sustainability Plan

The Native Americans of the Great Plains believe the air is filled with both good and bad dreams. According to the legend, the good dreams pass through the center hole to the sleeping person. The bad dreams are trapped in the web, where they perish in the light of dawn.

The work of ICESC is a collaborative endeavor that engages the support of parents, teachers and the community at large so the children’s “good dreams” do not perish. Sustainability is built into the overall program success. Our sustainability goal is to provide affordable after-school services, organized by a “village” of supporters with a common belief system that, “All stakeholders in a community must be involved in improving teaching and learning”. Our one year goal is to collaborate with our Advisory Board, businesses and community partners(listed in the grant) to increase funding by soliciting other sources, including local and national foundations and industries.

ICESC recently formed a 501c3 foundation board to begin the process of becoming self-supporting. The letter sent to potential board members calls for 7 different categories of membership supports our Literacy programming and the Dream Catchers Club.

Membership Categories

Platinum, \$1,000 Social Justice \$500.....Youth Torchbearer \$250.....Friends of Literacy \$200.... School 2 Career Mentoring \$100.... Know Thy Self \$50.... General Supporter \$20

Plans are underway for our Fall Foundation sustainability meeting. Businesses will be asked to donate 2% percent of 3 month proceeds to support the *Dream Catchers Club* trips



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to HBCU's as well as cultural Excursions. ICESC partners will sponsor a "Virtual Family Night" meeting via www.zoom.com. This virtual meeting will give students, their families and other community stakeholders a chance to discuss the importance of sustaining Literacy after school services. The agenda will include the opportunity to converse with students about their needs and brainstorm with parents, and supporters to help with fundraising ideas. Outreach by our Board members will occur in the following manner: Grant writing - seeking foundations and corporate support, soliciting individual support from our national and local partners, and other organizations that we have a relationship. Sustainability is the ultimate goal of ICESC. With Board Leadership, transitioning with a 2-5year succession planning, resiliency and financial stainability for general operating funds and belonging to Grantmakers that list available grants in Indiana. These operational activities along with diversifying financial streams, publishing our successes, sponsoring one big Virtual Literacy fundraising event each year, grant writing and "Giving" through our foundation, will help to sustain ICESC Literacy Centers and programs.

Sustainability, Time, Talents and ICESC Staffers

ICESC has a talented staff of professionals and volunteers that belong to key organizations in the city that are willing to support future programming. "Friends of Literacy" will fundraising efforts is led by a former educator.